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ABSTRACT

Five curriculum modules for Momentum, Inc., a San Francisco (California) outerwear design and contract manufacturer, are presented. Momentum was one of four small businesses involved in Project EXCEL, a workplace literacy project that focused on literacy and basic skills training for limited-English-proficient (LEP) workers. The modules are as follows: (1) A Fashionable Beginning; (2) A Stitch of Common Sense; (3) Can You Help Me with Fractions?; (4) Doing My Job; and (5) Piecing It All Together. The modules each contain a brief teaching guide divided into units as well as a listening script and answer key. (Contains 25 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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Momentum, Inc.

Module 1

A Fashionable Beginning

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Project
EXCEL

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the U.S. Department of Education
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LISTENING SCRIPT AND ANSWER KEY

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Momentum, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Momentum, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

MOMENTUM, INC.

Momentum, Inc. is an outerwear design development and engineering company. This is a new direction for the company since its inception in 1985.

Momentum, Inc. has changed from a manufacturing/contracting firm to a design/manufacturing firm. This business transformation requires greater worker involvement, and thus, the need for improved communication and critical thinking skills.

As a manufacturing company prior to the transformation, workers at Momentum would mass produce garment, repeating the same sewing procedures. As a design engineering firm, workers at Momentum are asked to read complicated spec sheets and sewing instructions, and participate in small group meetings in order to determine the sewing procedure for each new design. Production is smaller-scaled and more multi-faceted. The most important aim for workplace literacy training to the Momentum management is for its workers to read and comprehend spec sheets and actively participate in the design and sewing process.

Curriculum Designed for Momentum, Inc.

The curriculum for Momentum, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Momentum, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Momentum, Inc. and received consistent feedback from the Momentum management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.

Project
EXCEL

August 1991 to September 1992

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TEACHING GUIDE

This module is specifically designed for limited English proficient adults who need to learn basic skills and language in order to function effectively at Momentum, Inc. The English proficiency level of the workers in this class ranges from pre-literacy to ESL level 100. The students are from China and Hong Kong. Their native languages are Mandarin, Cantonese and two other Chinese dialects. While some students have never received formal education in their native countries and are therefore illiterate in their native languages, others have limited education (4 to 5 years) in their native countries. Some have never taken an English class in the United States while others have taken a semester or two of Adult Basic Education at a local adult learning center.

This text is a beginning, competency-based text that attempts to integrate coping skills and functional language with essential language forms, vocabulary, and cultural information needed for the American workplace.

There is a wide variety of activities within each unit to reinforce language use. Each unit affords practice in listening, speaking, reading and writing. Lessons are self-contained and lend themselves to a format in which one or two activities may be completed within a one hour class period. Teachers may choose to expand, rearrange, or omit a particular activity when appropriate. Materials from different units may be taught simultaneously to keep the class interested and motivated.

Below is a listing of some features and activities that are included in the workbook. There are also additional suggestions to provide extended practice for students.

Visuals

Visuals are a vital part of teaching. Pictures, hand drawings, photographs and real objects add realism and relevance to the learner and enable students (especially beginning students) to attach immediate meaning to a situation. Every competency can be pre-taught by using visuals. Flashcards are great tools to have for beginning classes. The teacher can create a set of flashcards for almost every competency introduced in this module. They can be used to introduce new words and lend themselves to quick, periodic review of key vocabulary.

We are committed to introduce sewing terminology at the onset of the class because we wish to impress upon the students that this class is a job-specific English class. Because most of the students are non-literate in English, we recommend flashcards to introduce the new terminology. Five sewing tools can be introduced on the first day with four to five others to be added on subsequent days. Written words to match the pictures are not introduced to the students until they have some exposure to basic phonics.

The names of the sewing tools have been generated by the manager of Momentum, Inc. They may not be the standard technical names of the tools. The standard technical names of the tools can be introduced later in the course of instruction.

Tape

All dialogues and listening activities are pre-recorded on tape. The tape gives students opportunities to hear different voices and speaking styles. It also allows consistent repetitious listening usually needed in a beginning class.

Review

Because most of the students are not literate in English, we recognize the need to teach or review the English alphabet, the numeric system (ordinal and cardinal numbers), and beginning phonics at the very beginning of the course. To review the alphabets, we teach the upper case form first follow by the lower case form. To review numbers, we teach the cardinal numbers (0 to 100) first follow by ordinal numbers. To teach beginning phonics, we introduce the consonants first follow by long and short vowel sounds. Not all review lessons and activities are included in this book. A teacher should look into literacy texts available in the market to draw more ideas and activities to teach the above mentioned subjects.

Dialogues

Dialogues introduces the language in context and the competency. The dialogues are intentionally short, no more than four to five lines, to ensure easy listening and repetition. The first few dialogues in the book are printed in upper case form because students are introduced to the upper case form first. The following steps are recommended in the presentation of a dialogue:

1. Setting the Scene

Use visuals in the text to generate an impression of what the dialogue might be about and what language might be used. Teach core vocabulary and expressions so that students are prepared to comprehend the dialogue.

2. Listening to the Dialogue

Once the scene is set, the class listens to the dialogue on tape. The dialogue may be played several times for discussion of meaning and oral practice. The teacher can play the tape and stop at the end of a phrase or sentence for students to repeat after it. This way the teacher can check their listening and give them opportunities for oral practice.

3. Repetition of the Dialogue

Once students demonstrate an understanding of the dialogue, the teacher can model the dialogue for further repetition. First, the teacher repeats all the lines of the dialogue and the students repeat after her. Then the teacher takes one role, (A), and the students, (B). The roles are reversed for another practice of the dialogue. Next, the teacher divides the class in half. One half assumes one role, the other half, the other role. Finally, pairs of students practice the dialogue on their own while the teacher circulates to listen for problem areas, offering assistance as needed.

4. Drills

As the teacher is practicing the dialogue, it may become obvious that additional drilling of particular phrases needs to be introduced before the dialogue as a whole can be practiced. Aside from the repetition drill mentioned above, a teacher may need to introduce other mechanical drills such as chain, substitution, and transformation drills for further practice to make the new language natural. If students have difficulty repeating a phrase, a "backward buildup" may be used.

5. Further Practice

On subsequent days, further practice of the dialogue can be carried out in small groups or in pairs. The teacher can cut up the dialogue into strips. The students are to figure out the order of the strips and then practice the dialogue among themselves once they have the dialogue in front of them. Later, A and B strips may be assigned to each pair partner to make the oral practice more challenging. One partner gets the A strips and the other, B strips. They are reminded not to look at each other's lines. They must listen carefully to each other to proceed through the dialogue. This exercise allows for good listening, speaking and reading practice.

Listening Activities

Ample listening exercises are provided and recommended to check student comprehension of the material presented. Listen and circle activities are used to help guide students with their listening and make them accountable for their listening efforts. The teacher can play the tape several times. Once for the students to listen to and perform the task at hand and a second time in case they miss anything the first time around. The students can then switch papers to correct each other's answers. This allows for another opportunity to listen. When the class goes over the exercise together as a whole, the teacher should play the tape one more time for corrections. Because the students are at a beginning level, they usually do not mind repetitious listening. When the students are asked to correct each other's papers, it enhances their ability to self-monitor which is a good language learning skill to acquire at the earliest stages of second language acquisition.

Jazz Chants ♫♪

Jazz chants are those exercises signaled by the above symbol in the module. Jazz chants are based on a combination of repetition and learned responses. They make for a great language learning tool to develop students' familiarity with the rhythm and intonation patterns of frequently used English expressions. They also provide a teacher an opportunity to summarize and review the most important expressions to be learned in a particular unit. Jazz chants are presented very much like dialogues in the class (see notes on the presentation of dialogues). Because of much repetition, the expressions presented usually become quite natural and automatic for the students at the end of the class.

Reading and Writing Activities

Most of the reading and writing done in class is at the word or sentence level. Here are some activities suggested for reinforcing students' reading and writing skills:

1. Vocabulary Writing Practice

Vocabulary writing exercises are provided for spelling and word recognition purposes. Each unit has a list of vocabulary for the students to learn to read and spell. Because most of the students come from an educational background where rote writing is common, we have included word writing as an integral part of the beginning curricula. Before students begin writing, the teacher must make sure that the students can recognize and say the words first. It is also recommended that the students sound out each word as they write so that they can associate sounds with their corresponding symbols. Students may do these exercise at home so that class time may be used for material introduction and more active practice.

2. Picture-Word Match-up

This exercise works well as a paired activity. Person A has a set of pictures and person B has a set of matching words. The two students work together to make appropriate matches. Make sure each partner understands his or her role in the exercise so that one does not do the work for the other. This allows the slower students an opportunity to contribute. Modeling the language and the procedure for this exercise for students helps them see the purpose and goals of this exercise.

3. Crossword puzzles

Crossword puzzles enhance spacial recognition and spelling of words. Students may work alone or in pairs and then correct each other's work.

4. Dictations

Dictations reinforce with writing the content which has been previously practiced orally. They help students correlate written English with spoken English. The teacher reads the words or sentences at normal speed and the students write the words perceived by them on a piece of paper. If they do not catch all the words, they should be allowed to ask for repetition as often as necessary. Some students may peek into their workbooks or at others' papers. We allow for this because students must know what to look for and where to look for the right answers. Students are then paired or grouped to compare and correct each other's sentences. The teacher circulates around the room for assistance. Several students are then called to put their sentences on the board. By the time the words or sentences are written on the board, they are usually 90% correct. The teacher then goes over the remaining problem areas.

For a low level class, a teacher can help students out by drawing blanks for words in each sentence on the board during correction time. Students go up to the board to write sentences out according to the number of blanks drawn. The teacher checks for problems, and then proceeds to have class repeat the corrected sentences. To provide further oral practice, the teacher can do a "disappearing board trick." The teacher erases more and more words from the board until students can eventually repeat the sentences without much or any written representation at all.

5. Scrambled Sentences

Scrambled sentences work very well for beginning students. They make for a good small group activity. Sentences are enlarged and cut into individual words or phrases and are placed in envelopes to be passed out to each student group. Students work together to put the sentence or sentences together. When they believe they have the words appropriately placed in order, they are asked to write the sentences on the board. Some teachers like to have the students hold the words up and line up in front of the class in correct order. This way, the other students can help correct and read the sentences out loud. Students learn well and enjoy this activity because they are able to physically arrange and rearrange the words.

Many of the activities mentioned above can be made more exciting by introducing an element of competition into the activity. Prizes and praises can be given to an individual student or groups of students for successfully completing an activity first.

Listed above are just some of the more popular interactive reading and writing activities used in ESL classrooms. Many more creative techniques can be found in current ESL literature and textbooks to reinforce the learning of classroom material. We recommend frequent browsing of ESL books for inspiration and ideas for communicative language teaching.

Acknowledgement of contribution to Module 1 course material:

Kathleen Keeley Beal; Entry to English Literacy-Book 1 and 2; Steck Vaughn Company.

Carolyn Graham; Small Talk; Oxford University Press.

Nesta Hollis; Successful Sewing; Taplinger Publishing Co.

Lynellyn D. Long and Janet Spiegel-Podnecky; In Print-Beginning Literacy Through Cultural Awareness; Addison-Wesley Publishing Co.

Lee Mosteller and Bobbi Paul; Survival English-English Through Conversation; Prentice Hall, Inc.

Yvonne Wong Nishio; Longman ESL Literacy; Longman, Inc.

Myrna Rabinowitz; Sewing, an English as a Second Language Workbook for Beginners.

OBJECTIVES OF MODULE 1

Module 1 is designed to familiarize Momentum garment workers with classroom instruction and procedures, review the basic components of written English and the numeric system, introduce some basic sewing terminology and the importance of casual day to day communication in the workplace. The aims of the activities in this module is to enable workers to feel more comfortable in a classroom environment, and initiate or interact with co-workers and superiors in English with greater fluency.

Students will be able to:

1. read and write the English alphabets in upper and lower case forms.
2. associate the most basic English sounds with their corresponding symbols - beginning phonics.
3. read, write, and comprehend ordinal and cardinal numbers.
4. name and ask for common sewing tools politely.
5. ask for repetition during communication breakdowns.
6. initiate and participate in casual small talk with co-workers and superiors.

UNIT 1: GREETINGS

SAY THE DIALOGUE.

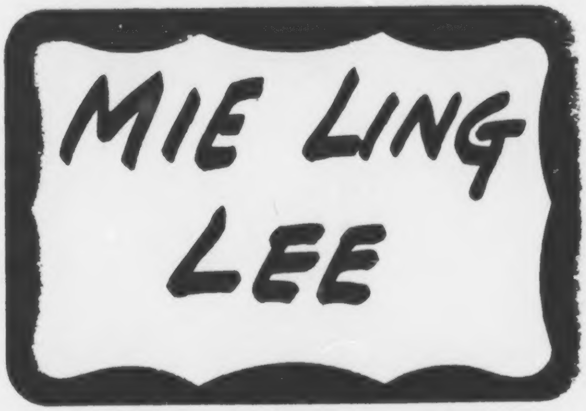
A: HI! I AM PENNIE LAU. AND YOU ARE...

B: MIE LING LEE.

A: NICE TO MEET YOU.

B: NICE TO MEET YOU TOO.

LOOK AT THE NAME TAG. NOW WRITE ONE FOR YOURSELF.



SAY THE DIALOGUE.

A: GOOD MORNING, PENNIE.

B: GOOD MORNING, LAN.

A: HOW ARE YOU?

B: I'M FINE. THANK YOU. AND YOU?

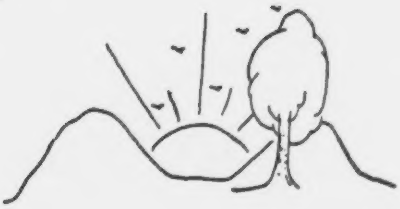
A: I'M FINE TOO.

READ.

MORNING AFTERNOON EVENING NIGHT

WRITE.

1.



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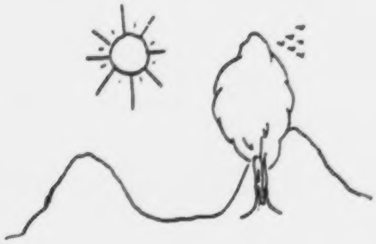
2.



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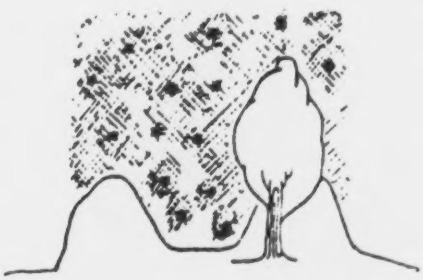
3.



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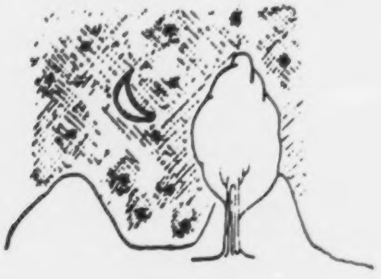
4.



____

AND YOURSELF?

ALRIGHT.

PRETTY GOOD.

OK. NOT BAD.

LISTEN AND SAY THE DIALOGUES.

DIALOGUE 1

A: HELLO! HOW ARE YOU?

B: FINE. AND YOURSELF?

A: I'M FINE TOO.

DIALOGUE 2

A: HI! HOW ARE YOU?

B: ALRIGHT. AND YOU?

A: PRETTY GOOD.

DIALOGUE 3

A: GOOD MORNING. HOW ARE YOU?

B: PRETTY GOOD. AND YOU?

A: OK. NOT BAD.

SAY THE JAZZ CHANT.

Hi! How Are You?

Hi! How *are* you?
Fine. How are *you*?
Hi! How *are* you?
Fine. How are *you*?

Hi! How *are* you?
Hi! How *are* you?
Hi! How *are* you?
Fine. How are *you*?

Follow example 1 and write.

	I am (I'm)	You are (You're)
1. fine	I am fine.	You are fine.
	I am fine.	You are fine.
	I'm fine.	You're fine.
	I'm fine.	You're fine.
2. sick		
3. busy		
4. tired.		

Follow example 1 and write.

1.

sleepy

She is (She's)	He is (He's)
She is sleepy.	He is sleepy.
She is sleepy.	He is sleepy.
She's sleepy.	He's sleepy.
She's sleepy.	He's sleepy.

2.

hungry

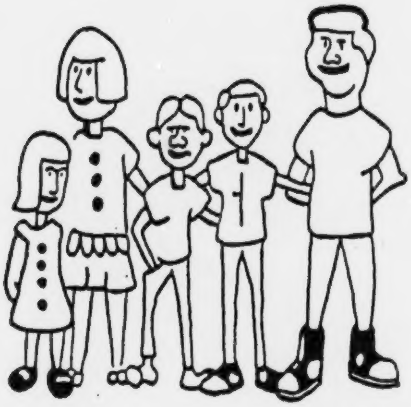
3.

thirsty

4.

angry

Say the jazz chant. ♫♪

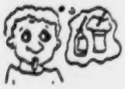


How's Jack?

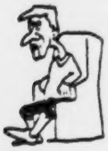
Hi! How *are* you?
Fine. How are *you*?
I'm fine. How's Bill?
He's fine.
How's Mary?
She's fine.
How are the children?
They're fine.
How's your job?
It's fine.
How's Jack?
He's sick!
Oh no!

Match pictures to sentences.

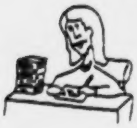
1. She is busy.



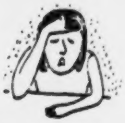
2. She is sick.



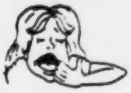
3. He is thirsty.



4. She is sleepy.

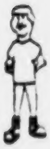


5. He is tired.

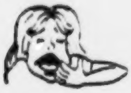


Write the missing words.

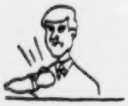
1. He __is__ fine.



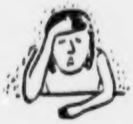
2. ______________ is sleepy.



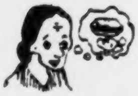
3. He _______ _______________.



4. ________ _____ sick.



5. ________ _____ _______________.



Have a nice day!
Have a nice evening!
Have a nice weekend!

See you tomorrow.
See you Monday.

Thanks, you too.
Same to you.

Listen and say the dialogues.

Dialogue 1

A: Bye. Have a nice day!
B: Thanks, you too.

Dialogue 2

A: Bye. Have a nice evening! See you tomorrow.
B: Same to you.

Dialogue 3

A: Bye. Have a nice weekend! See you Monday.
B: Thanks, you too.

Say the 2 Jazz Chants.

1. Have a Nice Evening!

Have a nice evening!
Thanks, you too.
Have a nice evening!
Thanks, you too.
Have a nice evening!
See you tomorrow!
Have a nice evening!
Thanks, you too.

2. Have a nice weekend!

Have a nice weekend!
Thanks, you too.
Have a nice weekend!
Thanks, you too.
Have a nice weekend!
See you on Monday!
Have a nice weekend!
Thanks, you too.

great	alright	pretty good
nice	OK	not so good

Listen and say the dialogues.

Dialogue 1

A: Good morning, Ling.

B: Good morning, Mimi. How was your weekend?

A: It was great! How was yours?

B: It was nice.

Dialogue 2

A: Good morning, Lan.

B: Good morning, Liangkie. How was your weekend?

A: Alright. How was yours?

B: OK.

Dialogue 3

A: Good morning, Wing Yee.

B: Good morning, Bob. How was your weekend?

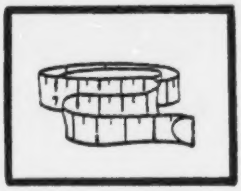
A: Pretty good. How was yours?

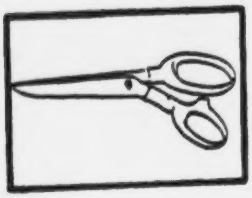
B: Not so good. I was sick all weekend.

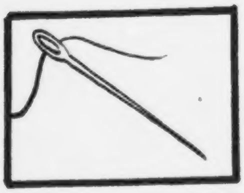
A: Oh, no. That's too bad.

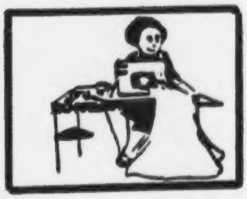
UNIT 2: SEWING TOOLS

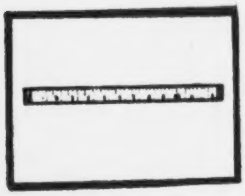
Match words to pictures.











a pair of scissors

a seam ripper

some chalk

a measuring tape

a garment worker

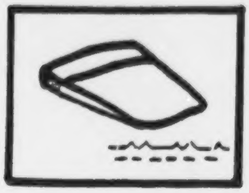
a sewing machine

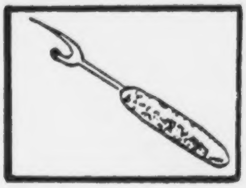
a ruler

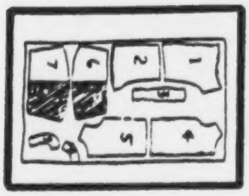
a pattern

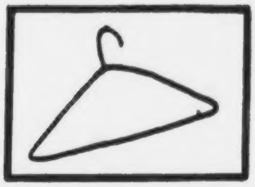
a needle

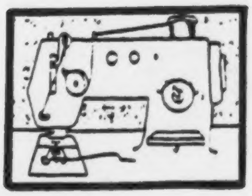
a hanger





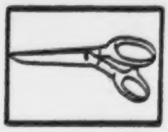




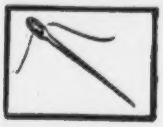


· **Write the words.**

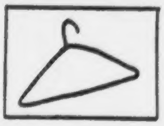
SEWING TOOLS



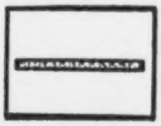
Scissors



needle

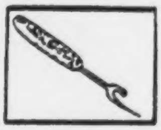


hanger

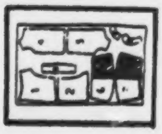


ruler

chalk

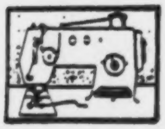


seam ripper



pattern

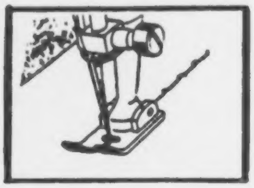
measuring tape

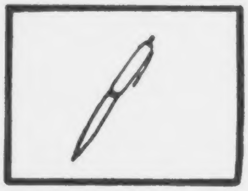


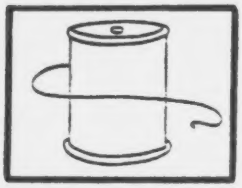
sewing machine

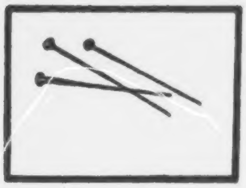
garment worker

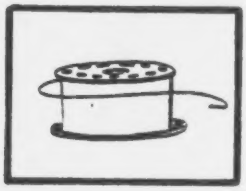
Match words to pictures.











a pen

an iron

a mirror

a sewing foot

some pins

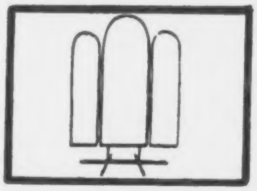
an oil can

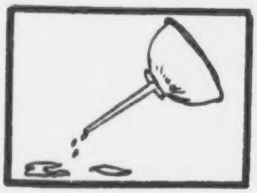
a bobbin

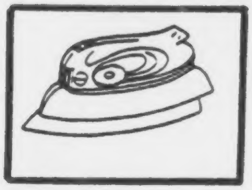
some material

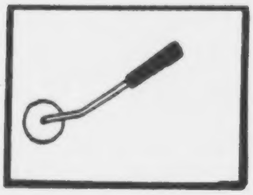
some thread

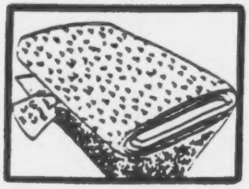
a tracing wheel





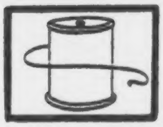






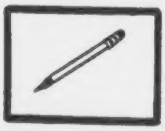
Write the words.

SEWING TOOLS



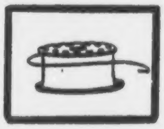
thread

iron

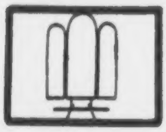


pencil

material

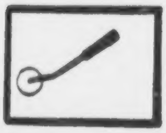


bobbin



mirror

pins



tracing wheel

sewing foot

oil can

Give me...	Could you give me...?
Please give me...	Could I borrow...?

Listen and say the dialogues.

Dialogue 1 Please give me...

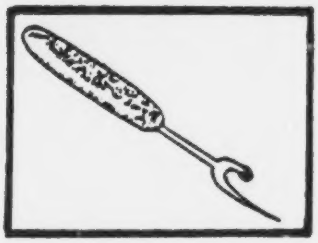
A: Mimi, please give me a ruler.

B: Sure. Here you go.

A: Thanks.

B: You're welcome.

Dialogue 2 Could you give me...?



A: Ling, could you give me a seam ripper?

B: Sure. Here you go.

A: Thanks.

B: You're welcome.

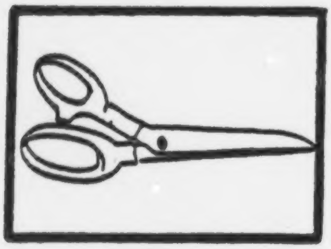
Dialogue 3 Could I borrow...?

A: Excuse me, Lan. Could I borrow a pair of scissors?

B: Sure. Here you go.

A: Thanks.

B: You're welcome.



Listen to the dialogues and circle the tools you hear.

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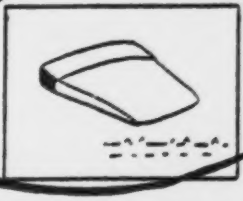
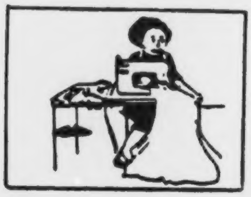
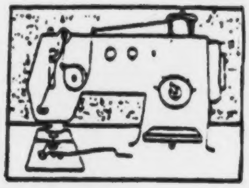

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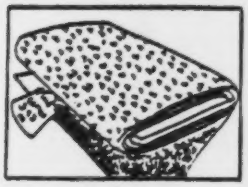
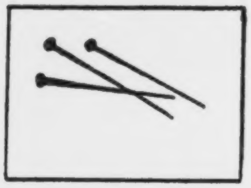
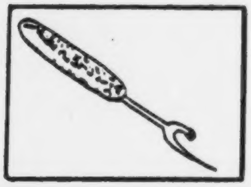

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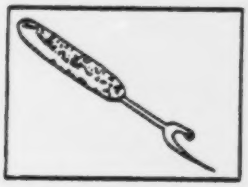
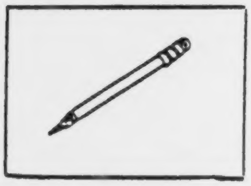
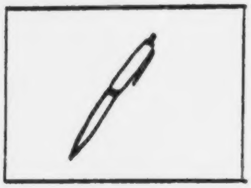

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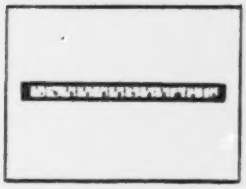
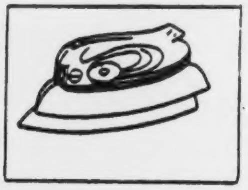
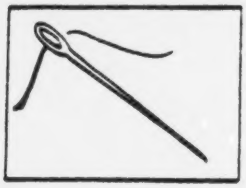

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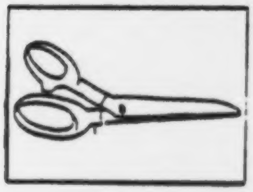
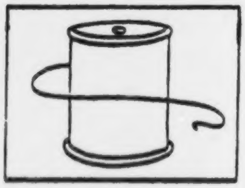
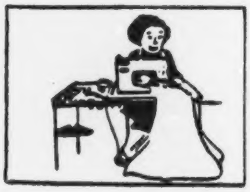

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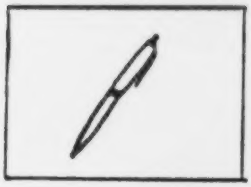
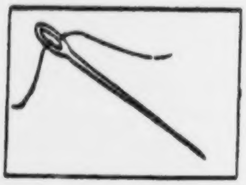
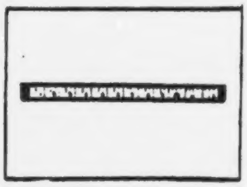




Excuse me?	**What did you say?**
Pardon me?	**Thanks a lot!**

Listen and say the dialogues.

Dialogue 1 Excuse me?

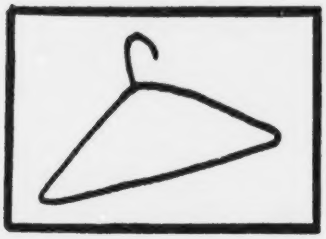
A: Mimi, Could you give me a hanger?

B: Excuse me?

A: Could you give me a hanger?

B: Sure. Here you go.

A: Thanks!



Dialogue 2 Pardon me?

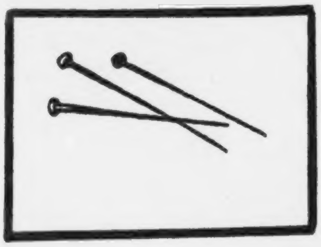
A: Excuse me, Lan. Could I borrow some pins?

B: Pardon me?

A: Could I borrow some pins?

B: Sure. Here you go.

A: Thanks!



Dialogue 3 What did you say?

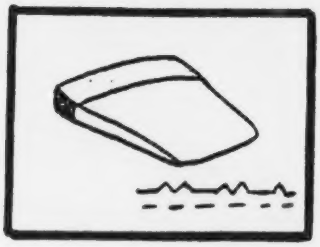
A: Excuse me, Pei Juan. Could you give me some chalk?

B: I'm sorry. What did you say?

A: Could you give me some chalk?

B: Sure. Here you go.

A: Thanks a lot!



Listen to the dialogues and circle the tools you hear.

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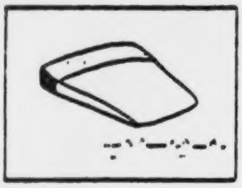
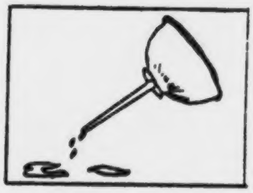
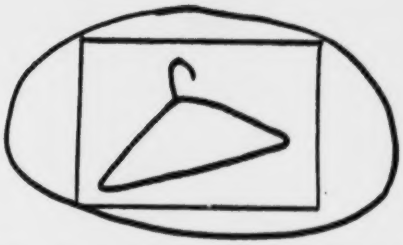

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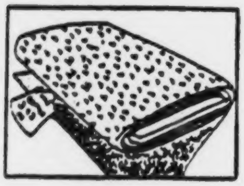
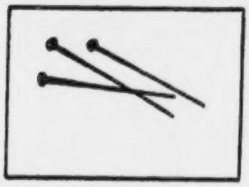
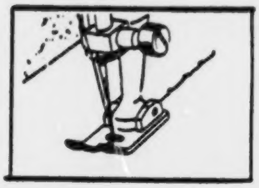

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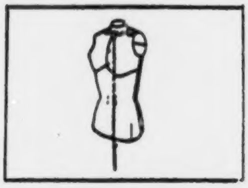
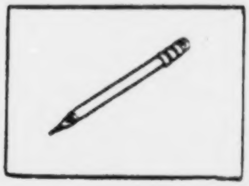
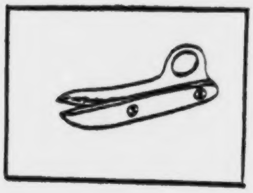

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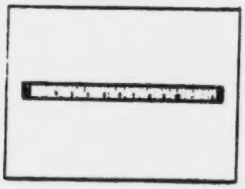
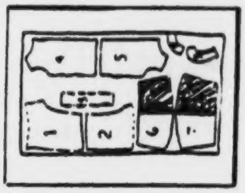
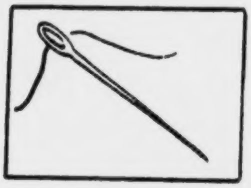

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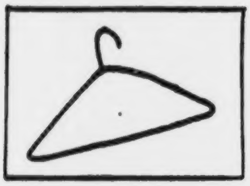
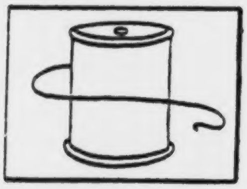
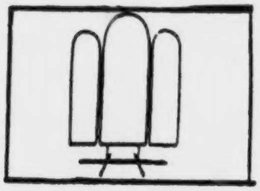

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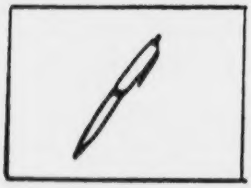
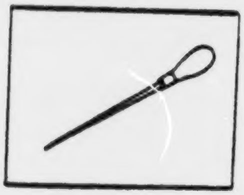
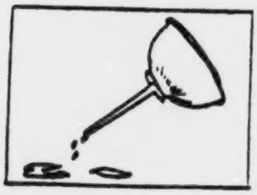
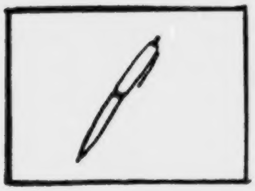
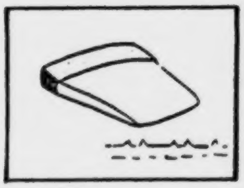
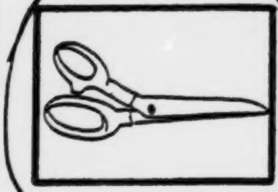




Listen to the dialogues. Circle both the tools and questions you hear.

Dialogue 1

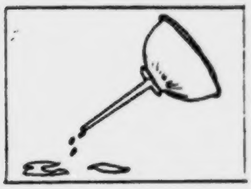
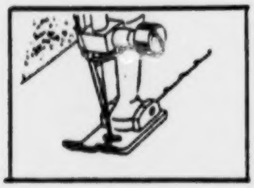
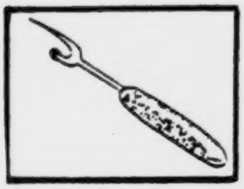




[✓ Excuse me?]

Pardon me?

What did you say?

Dialogue 2

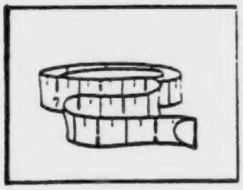
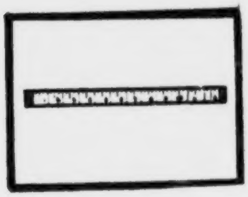
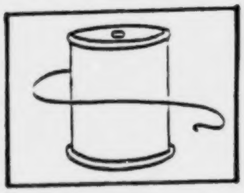




Excuse me?

Pardon me?

What did you say?

Dialogue 3

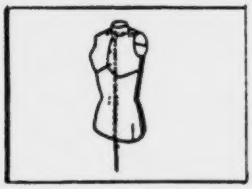
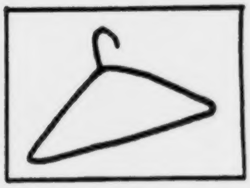
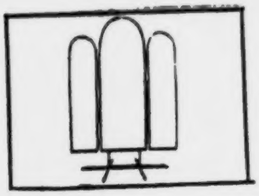




Excuse me?

Pardon me?

What did you say?

Dialogue 4

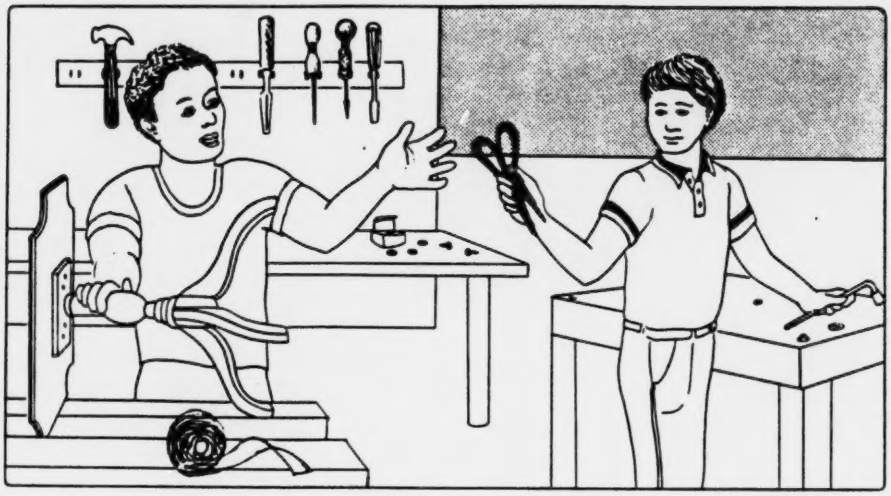




Excuse me?

Pardon me?

What did you say?

Say the jazz chant.



I NEED A PAIR OF SCISSORS!

I need a pair of scissors.
What did you say? What did you say?
I need a pair of scissors.
Excuse me? Pardon me?
I need a pair of scissors.
Scissors?
Scissors.
Please give me a pair of scissors.
Here you go. Here you go.
Here's a pair of scissors.
Thanks! You're welcome!

UNIT 3: TIME

Say the dialogue.

A: What time is it?

B: It's 6:00.

A: Excuse me? What did you say?

B: It's 6:00.

A: Thank you.

B: You're welcome.

Say the time.

a. 6:00

b. 3:00

c. 9:00

d. 1:00

e. 11:00

f. 12:00

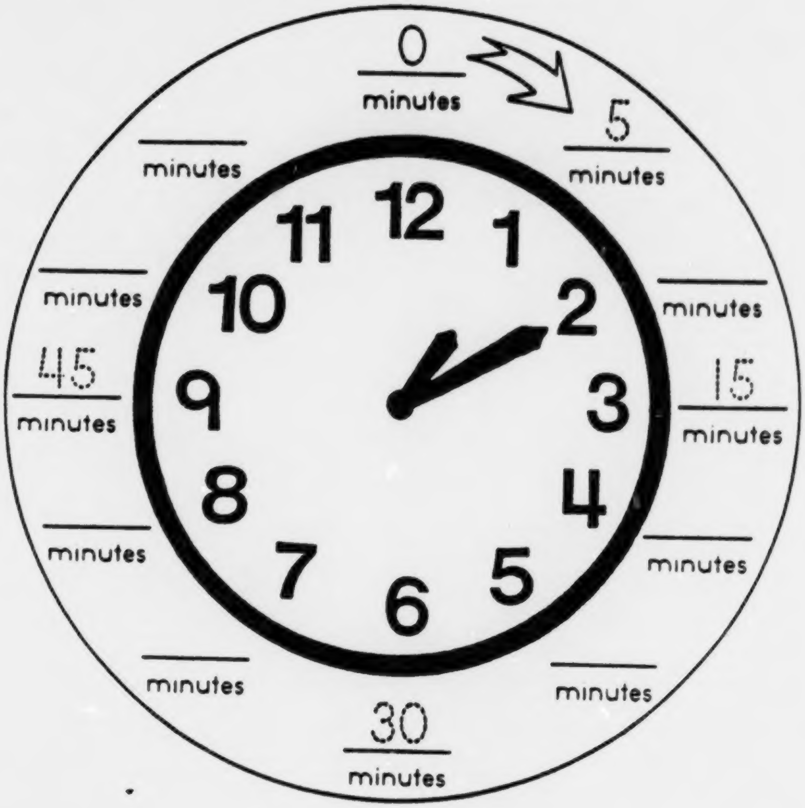
g. 8:00

h. 4:00

i. 10:00

10. 7:00

Write the numbers for minutes.



Say the time.

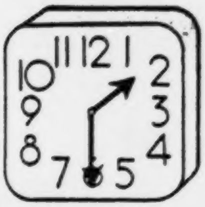
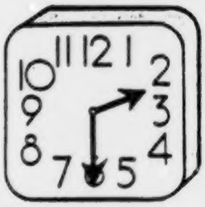
	Hour		Minutes
a.	1	:	15
b.	3	:	30
c.	7	:	05
d.	8	:	45
e.	12	:	15

Practice the dialogue on the previous page with a partner again. Use the time written above.

Write the time.

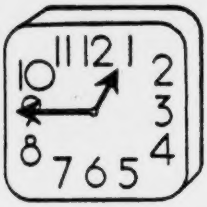
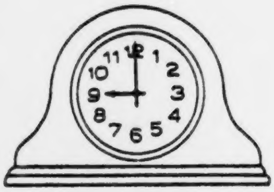
TIME

1. What time is it?

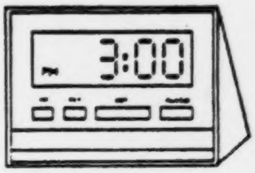
It's 1:30 It's 2:30

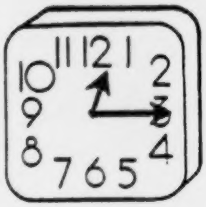
2. What time is it?

____ ____

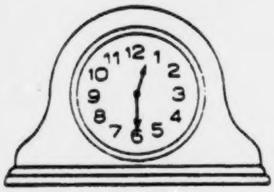
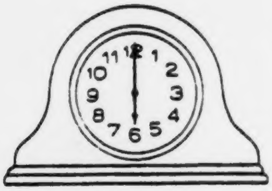
3. What time is it?





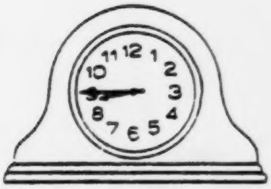
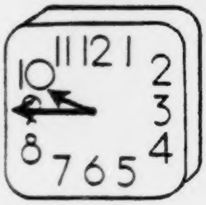
____ ____

4. What time is it?

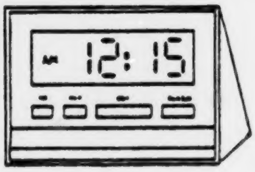
____ ____

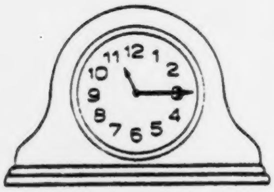
5. What time is it?

____ ____

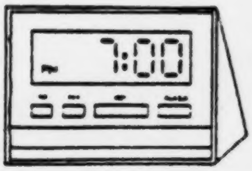
6. What time is it?

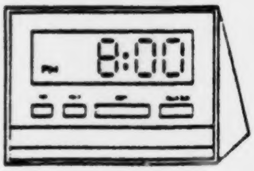




____ ____

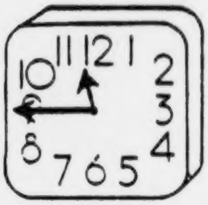
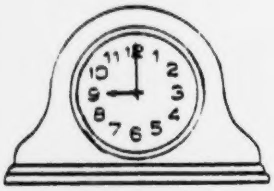
7. What time is it?





____ ____

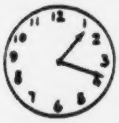
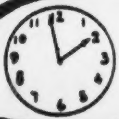
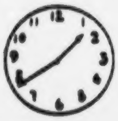
8. What time is it?

____ ____

BEST COPY AVAILABLE

1. Listen and circle the time you hear.

1.




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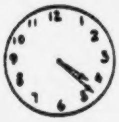
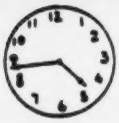
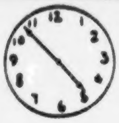

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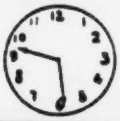
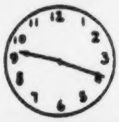
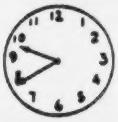
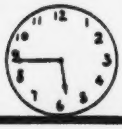
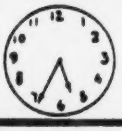
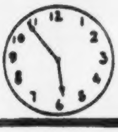
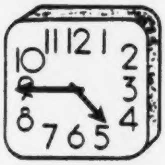




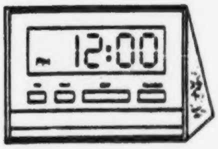
4.




2. Listen and write the time you hear.

a. ______________
b. ______________
c. ______________
d. ______________
e. ______________
f. ______________
g. ______________
h. ______________

3. Write the time.

1.

4:45

3.


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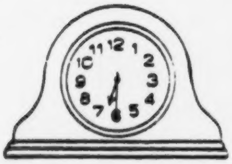
5.

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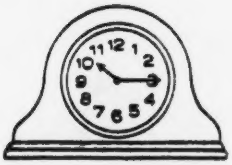
2.

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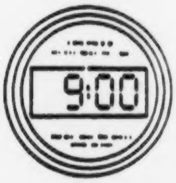

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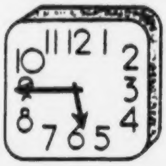
6.

____

UNIT 4: THE CALENDAR

DAYS OF THE WEEK

Match long forms with short forms.

Sunday	Thurs.
Monday	Sat.
Tuesday	Mon.
Wednesday	Fri.
Thursday	Sun.
Friday	Wed.
Saturday	Tues.

Fill in the missing days of the week.

JUNE

S	M	T	W	T	F	S
Sun.			Wed.			Sat.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Write the days of the week.

1. Sun. ↷ Mon.
2. ______ ↶ Sat.
3. Tues. ↷ ______
4. ______ ↶ Tues.
5. Wed. ↷ ______
6. ______ ↶ Fri.
7. Thurs. ↷ ______
8. Fri. ↷ ______

Say the dialogue.

A: What day is today?

B: Today is ______________________________.

A: What day is tomorrow?

B: Tomorrow is ___________________________.

A: What day was yesterday?

B: Yesterday was _________________________.

Write the missing days.

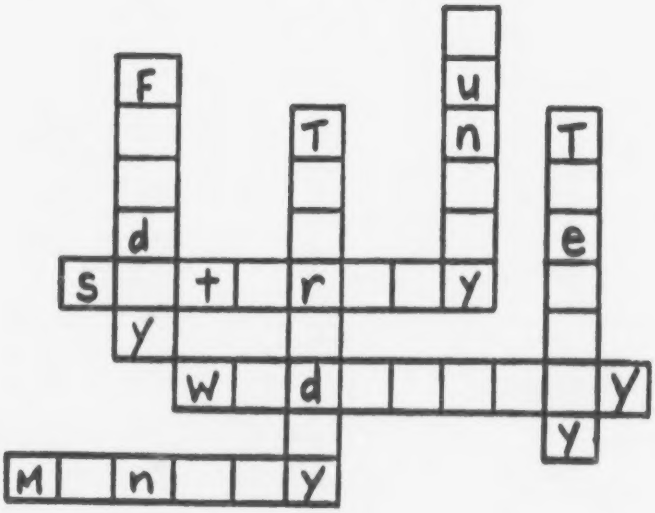
	YESTERDAY	TODAY	TOMORROW
1.	Monday	Tuesday	Wednesday
2.	Saturday		Monday
3.		Friday	
4.			Thursday
5.		Wednesday	

Put the days of the week in order.

Saturday
Thursday
Tuesday
Monday
✓ Sunday
Wednesday
Friday

1. Sunday
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______

Fill in the missing letters of the puzzle.



What day is today? ______

MONTHS OF THE YEAR

Match long forms with short forms.

January	Mar.
February	June
March	Sept.
April	Jan.
May	Nov.
June	Feb.
July	Apr.
August	May
September	Dec.
October	July
November	Aug.
December	Oct.

Write the missing months.

1. January
2. February
3. March
4. April
5. ____________
6. ____________
7. July
8. ____________
9. September
10. October
11.
12.

Write the months.

1. Dec. ← ____________ ← Oct. ← Sept.

2. ____________ ← July ← ____________ ← May

3. April ← ____________ ← ____________ ← Jan.

Say the dialogue.

A: What day is today?

B: Today is ______________________________.

A: What's the month?

B: The month is _________________________.

A: What's the year?

B: The year is _______________________.

Write the dates.

1. Today is ______________________ _____, _____________.
   month day year

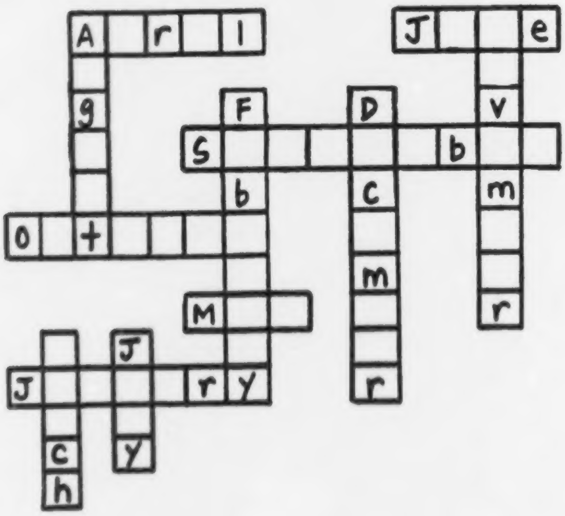
2. Tomorrow is ____________________ _____, _____________.
   month day year

3. Yesterday was _____________________ _____, ______________.
   month day year

Put the months of the year in order.

	Long Forms	Short Forms
October	January	Jan.
March		
June		
November		
December		
February		
August		
April		
✓ January		
May		
July		
September		

Fill in the missing letters of the puzzle.



What is today's date? ______________________

Write the dates that are circled.

August 1991

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	②	3
4	5	6	⑦	8	9	10
11	12	13	14	⑮	16	17
⑱	19	20	21	22	23	24
25	26	㉗	28	29	30	㉛

1. August 2, 1991 8-2-91
2.
3.
4.
5.
6.

December 1991

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
①	2	3	4	5	6	7
8	9	10	11	12	⑬	14
15	⑯	17	18	19	20	21
22	23	24	25	26	27	㉘
29	30	31				

1. December 1, 1991 12-1-91
2.
3.
4.

Listen and circle the dates you hear.

a. September 4, 1991 September 2, 1991 [✓ September 3, 1991]

b. August 10, 1991 September 25, 1991 October 12, 1991

c. January 10, 1990 July 4, 1990 June 5, 1990

d. 2 - 4 - 91 6 - 17 - 91 9 - 25 - 91

e. 12 - 3 - 89 11 - 28 - 91 10 - 30 - 90

f. 6 / 25 / 88 5 / 10 / 89 8 / 18 / 92

g. 3 / 11 / 73 12 / 25 / 84 4 / 22 / 85

h. June 28, 1992 7 / 16 / 89 6 - 24 - 90

i. 4 / 25 / 70 April 19, 1981 8 - 19 - 81

Listen and write the dates you hear.

a. August 25, 1954

b. July ______, 19_____

c. ______________ 12, 1962

d. ______________ 29, 19____

e. ____ / 12 / ____

f. 10 / ____ / ____

g. 12 - ____ - 73

h. ____ - ____ - 68

MAKE A CALENDAR FOR THIS MONTH.

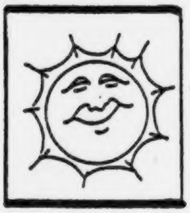
____

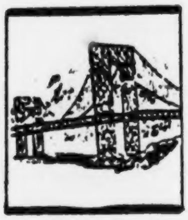
month

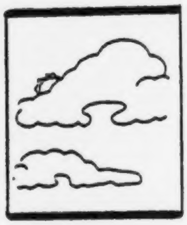
Sun.						

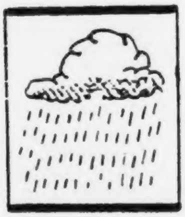
UNIT 5: THE WEATHER

Match pictures to sentences.









It's hot.

It's cloudy.

It's sunny.

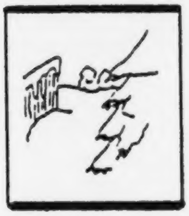
It's cold.

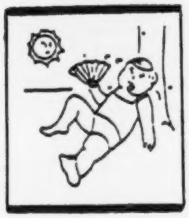
It's raining.

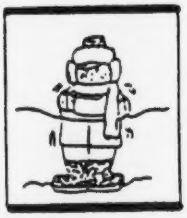
It's windy.

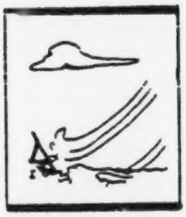
It's snowing.

It's foggy.









How's the weather today? ______________________________

____

____

Write the words.

THE WEATHER

sunny

cloudy

windy

foggy

hot

cold

raining

snowing

Listen to the dialogues and circle the weather words you hear.

1. cold [✓ hot] [✓ sunny] windy

2. raining cloudy sunny foggy

3. cloudy foggy cold sunny

4. sunny foggy windy snowing

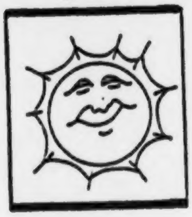
5. foggy raining snowing cold

Write the months that are hot.

Write the months that are cold.

Look at the pictures. Answer the questions.

1. How's the weather today?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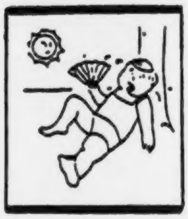
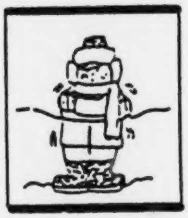


It's sunny and hot.

2. How's the weather today?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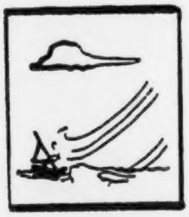
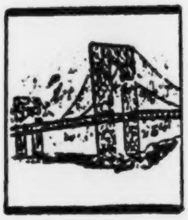


3. How's the weather today?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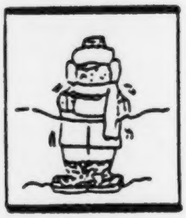
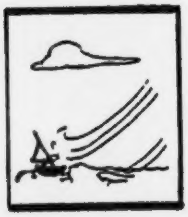


4. How's the weather today?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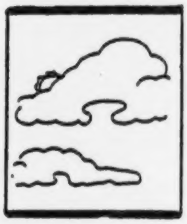
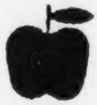


UNIT 6: ENGLISH SOUNDS

Short vowels

ă



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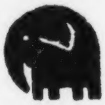

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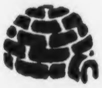

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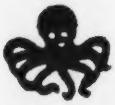

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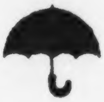
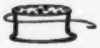


Consonants

b



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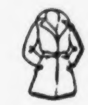

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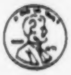

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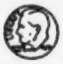
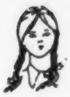


f

5

g



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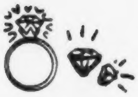

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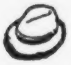

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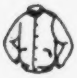

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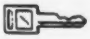

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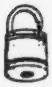

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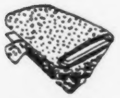

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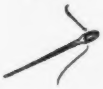

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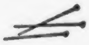

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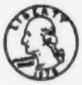

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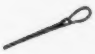

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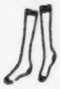

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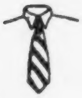

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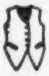

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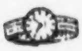

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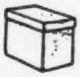

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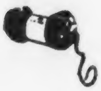

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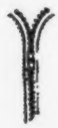
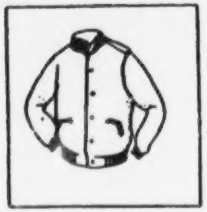


B C D F G H J

Listen and write the beginning consonant of each word on the line.

1.



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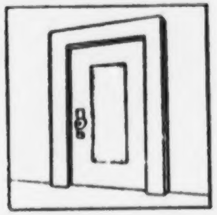
2.



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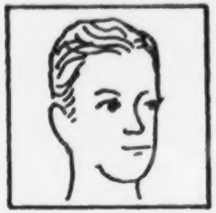

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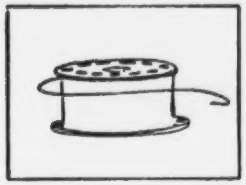

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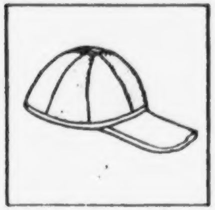
5.



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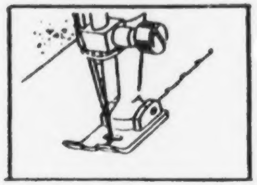

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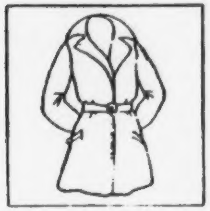

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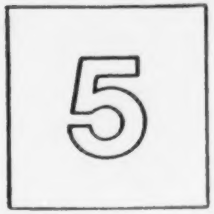

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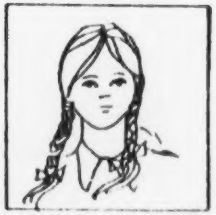

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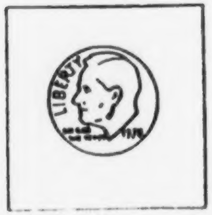

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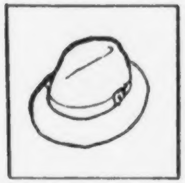

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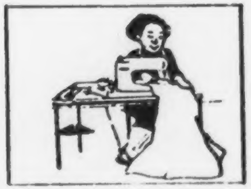

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K L M N P Q R

Listen and write the beginning consonant of each word on the line.

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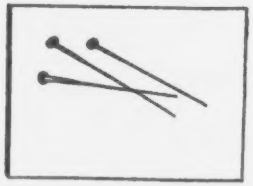

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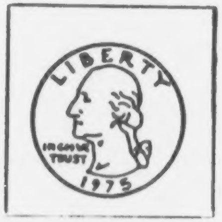
2.


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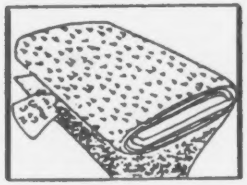

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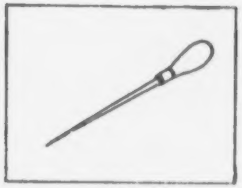

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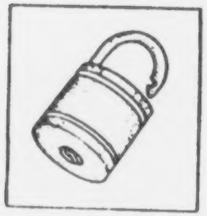

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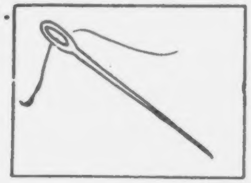

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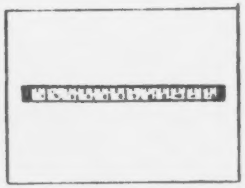

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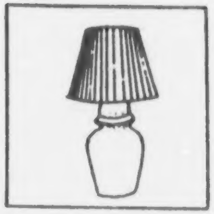

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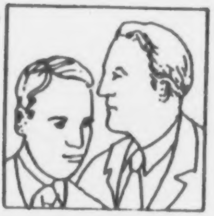

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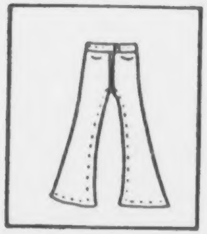

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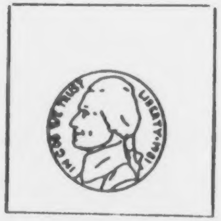

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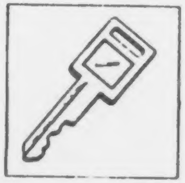

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S T V W X Y Z

Listen and write the beginning consonant of each word on the line.

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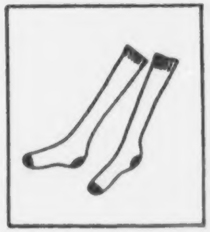
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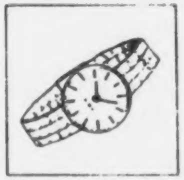
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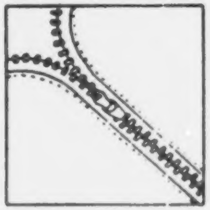
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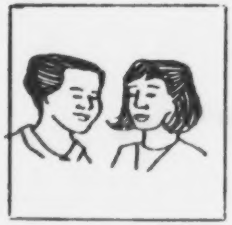
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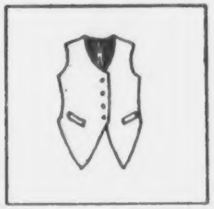
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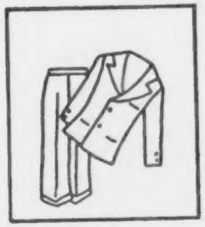
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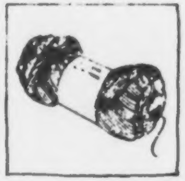
7.

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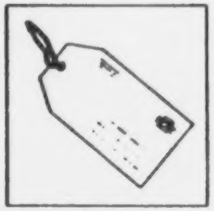
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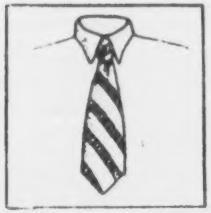
9.

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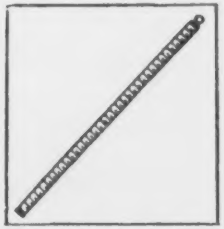
10.

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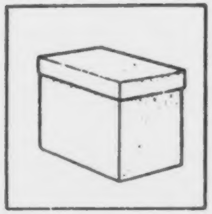
11.

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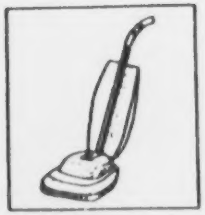
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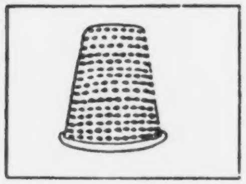
CH SH WH TH

Listen and write the initial sound of each word.

1.



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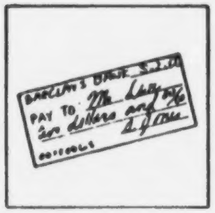
2.



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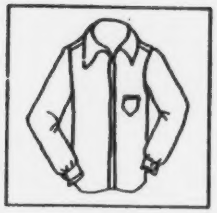

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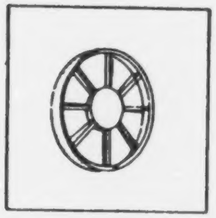

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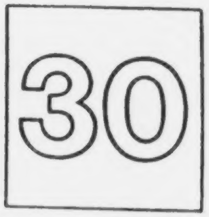

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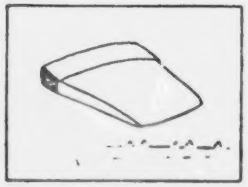

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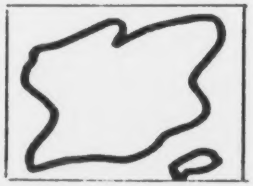

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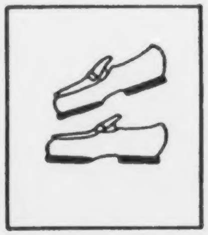

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Listen and write the initial sound of each word.

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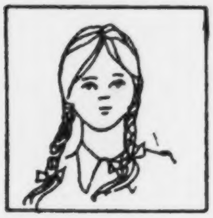

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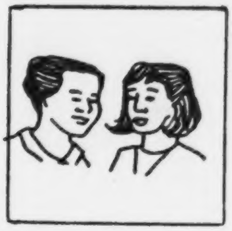

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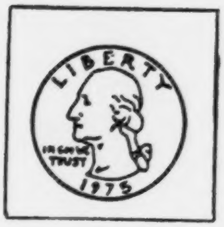

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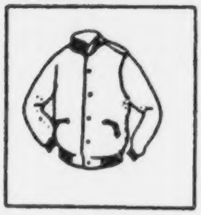

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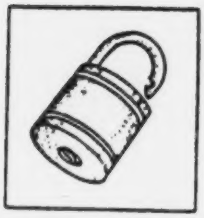

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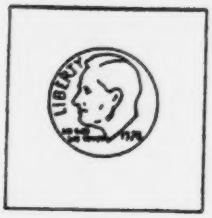

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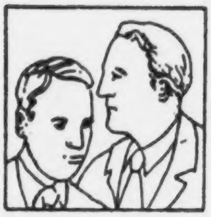

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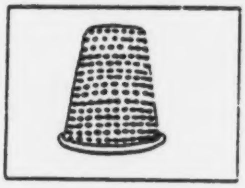

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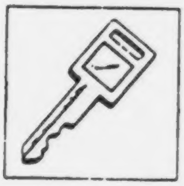

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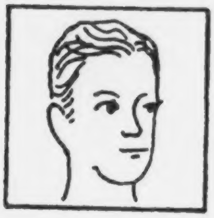

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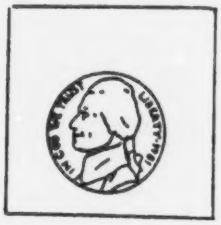

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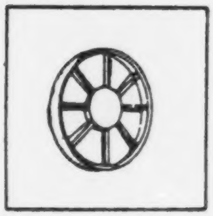

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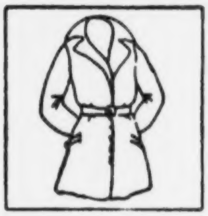
Listen and write the initial sound of each word.

13.



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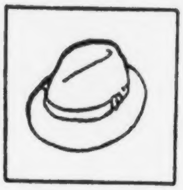

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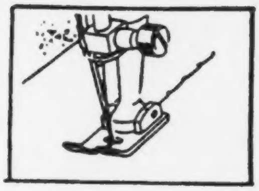

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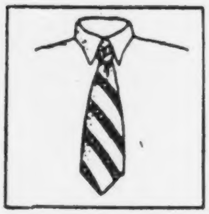

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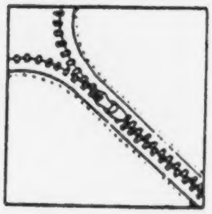

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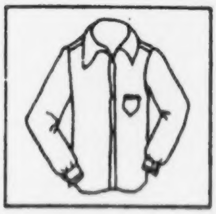

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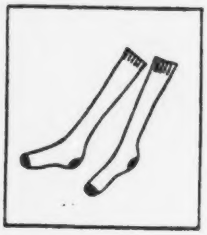

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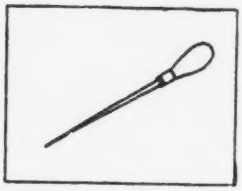

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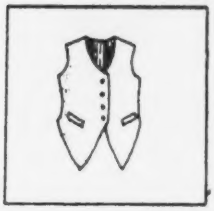

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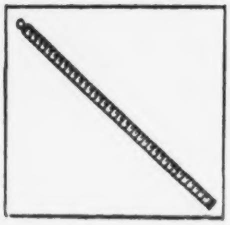

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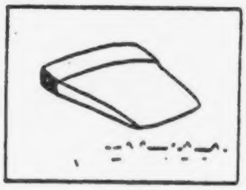

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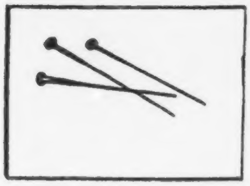

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SHORT VOWELS

ă	ĕ	ĭ	ŏ	ŭ
ab	eb	ib	ob	ub
ad	ed	id	od	ud
ag	eg	ig	og	ug
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up
at	et	it	ot	ut

Listen

1.	[✓ m]	ap	[✓ an]	ad	man
2.	h	op	og	ot	
3.	c	at	ash	ap	
4.	r	ob	on	ot	
5.	f	it	ish	in	
6.	j	ob	ot	on	
7.	d	ip	id	ish	
8.	c	an	at	ab	

Listen

1. [✓ m]	et	[✓ en]	ed	men
2. r	un	ub	um	________
3. p	eg	ep	en	________
4. b	un	ug	em	________
5. t	en	et	ed	________
6. sh	ug	ut	un	________
7. s	um	ub	un	________
8. b	et	ed	en	________

Listen

A.

1. sit hit [✓ pit]
2. not lot hot
3. fan pan can
4. rob job lob
5. wish fish dish

B.

1. [✓ sag] sam sat
2. can cad cab
3. hot hog hop
4. fat fan fab
5. chin chip chit

Listen

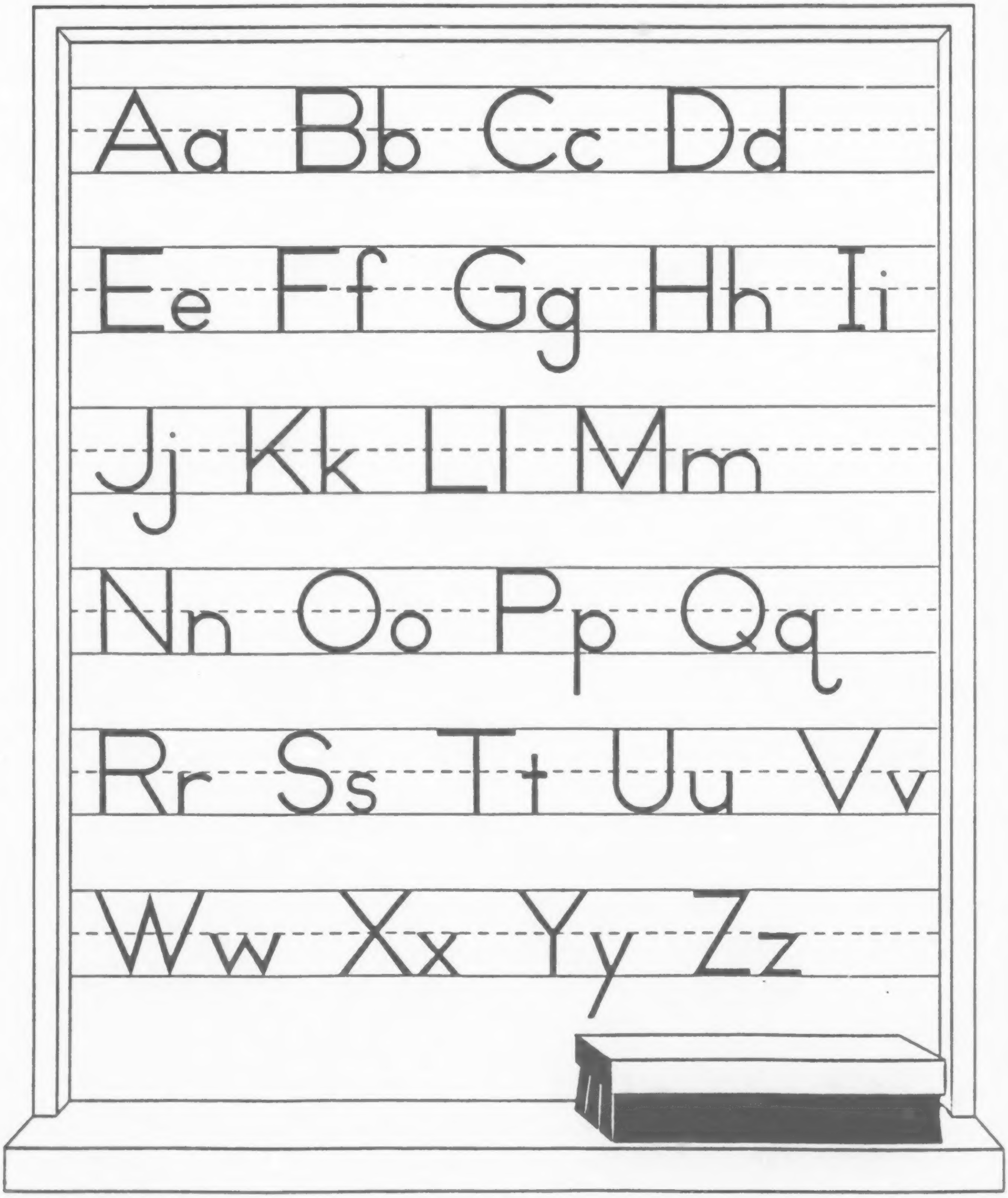
A.

1.	[✓ pen]	when	men
2.	met	let	wet
3.	rug	mug	bug
4.	cut	but	nut
5.	fed	red	bed

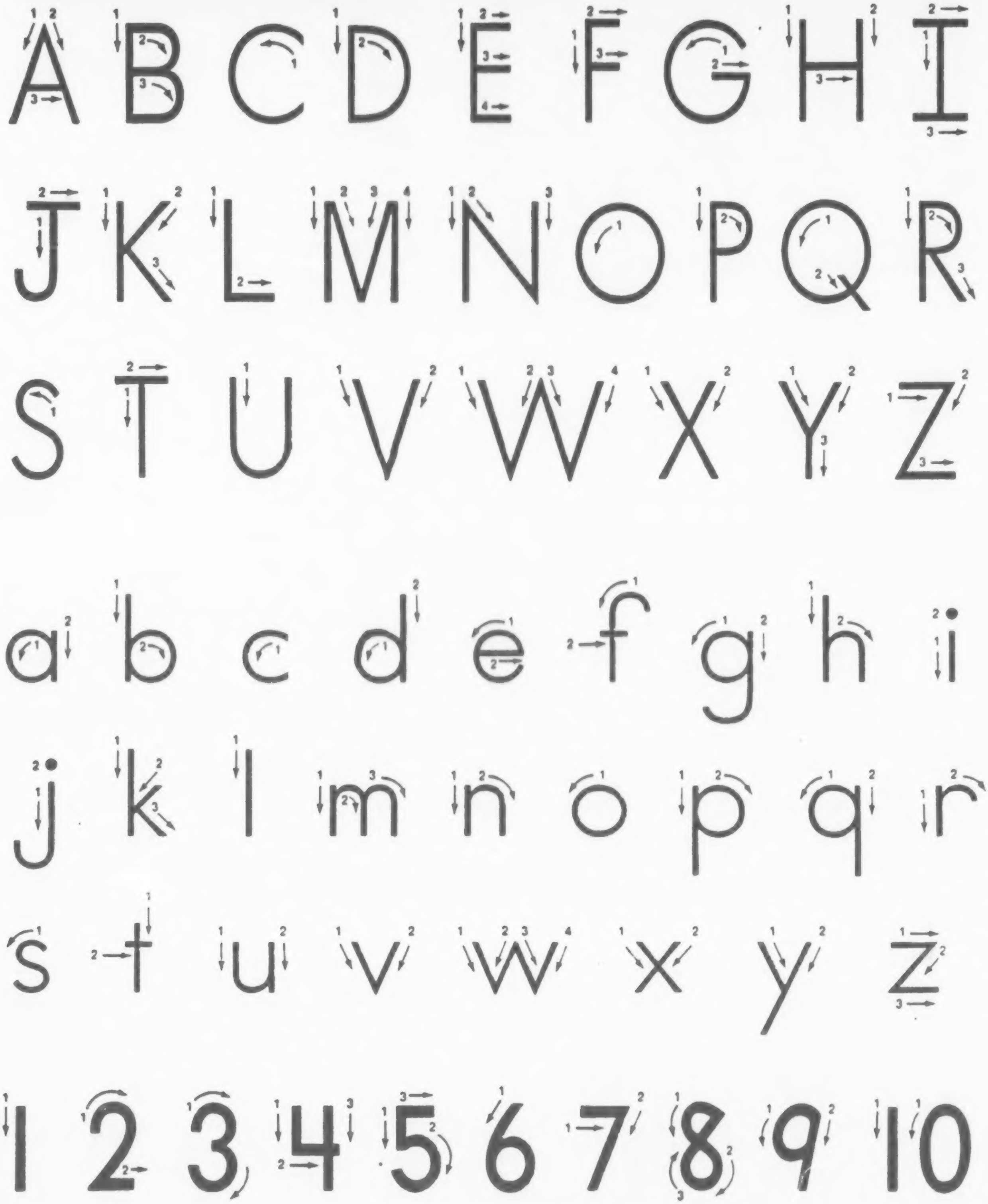
B.

1.	ten	[✓ tan]	tin
2.	bog	big	beg
3.	cop	cap	cup
4.	pin	pen	pun
5.	chop	chip	chap

REVIEW: THE ALPHABET



LETTERS AND NUMBERS



TRACE AND COPY THE ALPHABET.

A A

B B

C C

D D

E E

F F

G G

H H

I I

J J

K K

L L

M M

N N

O O

P P

Q Q

R R

S S

T T

U U

V V

W W

X X

Y Y

Z Z

FILL IN THE MISSING LETTERS.

1. A B C D E F G ___ I

J K ___ M N ___ P Q R

___ T U V ___ X Y Z

2. A ___ C D ___ F G H ___

J ___ L M ___ O P Q ___

S T ___ V W X ___ Z

WRITE THE ALPHABET.

A ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___

TRACE AND COPY THE ALPHABET.

a a

b b

c c

d d

e e

f f

g g

h h

i i

j j

k k

l l

m m

n n

o o

p p

q q

r r

s s

t t

u u

v v

w w

x x

y y

z z

WRITE THE ALPHABET.

a ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___

MATCH THE LETTERS. DRAW A LINE.

1.	F	d
	B	e
	H	a
	C	b
	D	g
	A	c
	E	h
	G	f
2.	X	k
	M	u
	Y	r
	K	x
	R	n
	W	y
	N	m
	U	w

Write the alphabet.

A B

Write the alphabet.

a b

REVIEW: THE NUMBERS

SAY THE NUMBERS.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

WRITE THE NUMBERS.

1				5					
		13							20
						27			
	32								
								49	
			54						
61									
					76				
							88		
									100

Numbers

Cardinal Numbers

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
26	twenty-six
27	twenty-seven
28	twenty-eight
29	twenty-nine
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred
200	two hundred
300	three hundred
400	four hundred
500	five hundred
600	six hundred
700	seven hundred
800	eight hundred
900	nine hundred
1,000	one thousand
10,000	ten thousand
100,000	one hundred thousand
1,000,000	one million

Ordinal Numbers

first (1st)
second (2nd)
third (3rd)
fourth (4th)
fifth (5th)
sixth (6th)
seventh (7th)
eighth (8th)
ninth (9th)
tenth (10th)
eleventh (11th)
twelfth (12th)
thirteenth (13th)
fourteenth (14th)
fifteenth (15th)
sixteenth (16th)
seventeenth (17th)
eighteenth (18th)
nineteenth (19th)
twentieth (20th)
twenty-first (21st)
twenty-second (22nd)
twenth-third (23rd)
twenty-fourth (24th)
twenty-fifth (25th)
twenty-sixth (26th)
twenty-seventh (27th)
twenty-eighth (28th)
twenty-ninth (29th)
thirtieth (30)
fortieth
fiftieth
sixtieth
seventieth
eightieth
nintieth
one hundredth
one thousandth
one millionth

MOMENTUM, INC.

Module 1

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: GREETINGS

WRITING-Page 2

1. morning	3. evening
2. afternoon	4. night

WRITING-Page 8

Fill in the missing words.

1. He is fine.
2. She is sleepy.
3. He is angry.
4. She is sick.
5. She is hungry.

UNIT 2: SEWING TOOLS

LISTENING-Page 17

1. A: Excuse me, Mimi. Please give me some chalk.
   B: Sure. Here you go.
   A: Thank you very much.

2. A: Ling, could you give me some pins?
   B: Sure. Here you go.
   A: Thanks.
   B: You're welcome.

3. A: Excuse me, Lan. Could you give me a pen?
   B: Sure. Here you are.
   A: Thank you.

4. A: Pei Juan, give me a needle.
   B: Sure. Here you are.
   A: Thanks.
   B: You're welcome.

5. A: Kin, could I borrow a pair of scissors?
   B: Sure. Here you are.
   A: Thanks.

6. A: Excuse me, Wing Yee. Could I borrow a ruler?
   B: Sure. Here you are.
   A: Thanks.
   B: You're welcome.

LISTENING-Page 19

1. A: Guo Xian, could you give me a hanger?
   B: Excuse me?
   A: Could you give me a hanger?
   B: Sure. Here you go.
   A: Thanks.

2. A: Excuse me, Ling. Could I borrow a sewing foot?
   B: Pardon me?
   A: Could I borrow a sewing foot?
   B: Yes. Here you are.
   A: Thank you.

3. A: Gong, could you give me a pencil?
   B: What did you say?
   A: Could you give me a pencil?
   B: Yes. Here you are.
   A: Thanks.

4. A: Ying Yan, please give me a needle.
   B: What did you say?
   A: Please give me a needle.
   B: Sure. Here.
   A: Thanks.

5. A: Excuse me, Kit yee. Could you give me some thread?
   B: Pardon me?
   A: Could you give me some thread?
   B: What color?
   A: Black.
   B: Sure. Here you go.
   A: Thanks.

6. A: Excuse me, Liangkie. Could I borrow a ripper?
   B: Excuse me?
   A: Could I borrow a ripper?
   B: Sure. Here you are.
   A: Thanks.

LISTENING-Page 20

1. A: Liangkie, could I borrow a pair of scissors?
   B: Excuse me?
   A: Could I borrow a pair of scissors?
   B: Sure. Here.
   A: Thanks.

2. A: Excuse me, Lan. Could I borrow a seam ripper?
   B: What did you say?
   A: Could I borrow a seam ripper?
   B: Sure. Here you are.
   A: Thanks.

3. A: Excuse me, Ling. Could you give me a measuring tape?
   B: Pardon me?
   A: Could you give me a measuring tape?
   B: Sure. Here.
   A: Thanks a lot!

4. A: Shi Wei, please give me a hanger.
   B: I'm sorry. What did you say?
   A: Please give me a hanger.
   B: Sure. Here you are.
   A: Thanks a lot!
   B: You're welcome.

UNIT 3: TIME

LISTENING-Page 24

Exercise 1

1. It's 1:57 a.m.
2. It's 4:23 p.m.
3. The time is 9:38 p.m.
4. The time is 5:43 a.m.

Exercise 2

a. A: Excuse me, Bob. What time is it?
   B: It's 2:35.
   A: What did you say?
   B: 2:35.

b. A: Lan, what time is it?
   B: It's 4:45.
   A: Excuse me?
   B: It's 4:45.

c. A: Mimi, What time is it?
   B: It's 8:10.
   A: Pardon me?
   B: It's 8:10.

d. A: Excuse me, Gong. What time is it?
   B: It's 10:15.
   A: What did you say?
   B: It's 10:15.

e. A: Kin, what time is it?
   B: I don't know. I don't have a watch.
   A: Oh, thanks anyway.
f. A: Lan, what time is it?
   B: It's 2:40.
   A: Excuse me?
   B: 2:40.
   A: Thanks.

g. A: Liangkie, what time is it?
B: I don't know. I don't have a watch.
A: Oh, OK.

h. A: Excuse me, Pennie. What time is it?
B: I'm sorry. I don't have a watch.
A: That's OK. Thanks anyway.

UNIT 4: THE CALENDAR

LISTENING-Page 32

Exercise 1

a. A: What is today's date?
B: It's September 3, 1991.

b. A: What's the date?
B: August 10, 1991.

c. A: What's the date?
B: July 4, 1990.
A: Excuse me?
B: July 4, 1990.

d. A: What's the date?
B: 2-4-91.

e. A: Could you give me the date?
B: 10-30-90.

f. A: Could you give me the date?
B: 6/15/88.
A: I'm sorry. What did you say?
B: 6/15/88.

g. A: What's the date?
B: 12/25/84.
A: Excuse me?
B: 12/25/84.

h. A: What's the date?
B: 6-24-90.
A: I'm sorry. What did you say?
B: 6-24-90.

i. A: Could you give me the date?
B: 4/25/70.
A: I'm sorry. What did you say?
B: 4/25/70.

LISTENING-Page 32

Exercise 2

a. A: What's your birthdate?
   B: It's August 25, 1954.

b. A: What's the date?
   B: July 30, 1991.

c. A: Pennie, what's your birthdate?
   B: It's December 12, 1962.

d. A: Kin, what's your birthdate?
   B: It's January 29, 1955.

e. A: Bob, what is today's date?
   B: It's September 12, 1991.

f. A: Shi Wei, could you give me the date?
   B: Sure. 10/15/89.

g. A: Chris, what's your birthdate?
   B: It's 12-19-73.

h. A: Lan, could you give me the date?
   B: 12-15-68.

UNIT 5: THE WEATHER

LISTENING-Page 36

1. A: Ling, how's the weather outside?
   B: Great. It's sunny and hot today.
   A: Good.

2. A: It's raining outside. Wear your raincoat, son!
   B: OK, mom!

3. A: It's so foggy and cold outside.
   B: You better wear a coat.
   A: Good idea, Pei Juan.

4. A: It's windy and foggy outside.
   B: I'm staying home.
   A: Good idea. I'm staying home too.

5. A: How's the weather outside, Bob?
   B: Burrrrrr. It's cold.
   A: Is it snowing?
   B: Yes. I'm staying home today.
   A: Me too.

UNIT 6: ENGLISH SOUNDS

LISTENING-Page 39

1. jacket
2. door
3. boy
4. bobbin
5. cap
6. foot
7. coat
8. five
9. girl
10. dime
11. hat
12. garment worker

LISTENING-Page 40

1. pins
2. quarter
3. material
4. ripper
5. lock
6. needle
7. ruler
8. lamp
9. men
10. pants
11. nickel
12. key

LISTENING-Page 41

1. socks
2. watch
3. zipper
4. women
5. vest
6. suit
7. yarn
8. tag
9. tie
10. yardstick
11. box
12. vacuum cleaner

LISTENING-Page 42

1. thimble
2. check
3. shirt
4. wheel
5. thirty
6. chalk
7. white
8. shoes

Momentum, Inc.

Module 2

A Stitch of Common Sense

Project
EXCEL

Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

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Project EXCEL is funded by
the U.S. Department of Education
from March 1991 to September 1992

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LISTENING SCRIPT AND ANSWER KEY

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Momentum, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Momentum, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

MOMENTUM, INC.

Momentum, Inc. is an outerwear design development and engineering company. This is a new direction for the company since its inception in 1985.

Momentum, Inc. has changed from a manufacturing/contracting firm to a design/manufacturing firm. This business transformation requires greater worker involvement, and thus, the need for improved communication and critical thinking skills.

As a manufacturing company prior to the transformation, workers at Momentum would mass produce garment, repeating the same sewing procedures. As a design engineering firm, workers at Momentum are asked to read complicated spec sheets and sewing instructions, and participate in small group meetings in order to determine the sewing procedure for each new design. Production is smaller-scaled and more multi-faceted. The most important aim for workplace literacy training to the Momentum management is for its workers to read and comprehend spec sheets and actively participate in the design and sewing process.

Curriculum Designed for Momentum, Inc.

The curriculum for Momentum, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Momentum, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Momentum, Inc. and received consistent feedback from the Momentum management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.

Project EXCEL

August 1991 to September 1992

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TEACHING GUIDE

This module is specifically designed for limited English proficient adults who need to learn basic skills and language in order to function effectively at Momentum, Inc. The English proficiency level of the workers in this class ranges from pre-literacy to ESL level 100. The students are from China and Hong Kong. Their native languages are Mandarin, Cantonese and two other Chinese dialects. While some students have never received formal education in their native countries and are therefore illiterate in their native languages, others have limited education (4 to 5 years) in their native countries. Some have never taken an English class in the United States while others have taken a semester or two of Adult Basic Education at a local adult learning center.

This text is a beginning, competency-based text that attempts to integrate coping skills and functional language with essential language forms, vocabulary, and cultural information needed for the American workplace.

There is a wide variety of activities within each unit to reinforce language use. Each unit affords practice in listening, speaking, reading and writing. Lessons are self-contained and lend themselves to a format in which one or two activities may be completed within a one hour class period. Teachers may choose to expand, rearrange, or omit a particular activity when appropriate. Materials from different units may be taught simultaneously to keep the class interested and motivated.

Below is a listing of some features and activities that are included in the workbook. There are also additional suggestions to provide extended practice for students.

Visuals

Visuals are a vital part of teaching. Pictures, hand drawings, photographs and real objects add realism and relevance to the learner and enable students (especially beginning students) to attach immediate meaning to a situation. Every competency can be pre-taught by using visuals. Flashcards are great tools to have for beginning classes. The teacher can create a set of flashcards for almost every competency in this module. They can be used to introduce new words and lend themselves to quick, periodic review of key vocabulary.

Tape

All dialogues and listening activities are pre-recorded on tape. The tape gives students opportunities to hear different voices and speaking styles. It also allows consistent repetitious listening usually needed in a beginning class.

Dialogues

Dialogues introduces the language in context and the competency. The dialogues are intentionally short, no more than four to five lines, to ensure easy listening and repetition. The following steps are recommended in the presentation of a dialogue:

1. Setting the Scene

Use visuals in the text to generate an impression of what the dialogue might be about and what language might be used. Teach core vocabulary and expressions so that students are prepared to comprehend the dialogue.

2. Listening to the Dialogue

Once the scene is set, the class listens to the dialogue on tape. The dialogue may be played several times for discussion of meaning and oral practice. The teacher can play the tape and stop at the end of a phrase or sentence for students to repeat after it. This way the teacher can check their listening and give them opportunities for oral practice.

3. Repetition of the Dialogue

Once students demonstrate an understanding of the dialogue, the teacher can model the dialogue for further repetition. First, the teacher repeats all the lines of the dialogue and the students repeat after her. Then the teacher takes one role, (A), and the students, (B). The roles are reversed for another practice of the dialogue. Next, the teacher divides the class in half. One half assumes one role, the other half, the other role. Finally, pairs of students practice the dialogue on their own while the teacher circulates to listen for problem areas, offering assistance as needed.

4. Drills

As the teacher is practicing the dialogue, it may become obvious that additional drilling of particular phrases needs to be introduced before the dialogue as a whole can be practiced. Aside from the repetition drill mentioned above, a teacher may need to introduce other mechanical drills such as chain, substitution, and transformation drills for further practice to make the new language natural. If students have difficulty repeating a phrase, a "backward buildup" may be used.

5. Further Practice

On subsequent days, further practice of the dialogue can be carried out in small groups or in pairs. The teacher can cut up the dialogue into strips. The students are to figure out the order of the strips and then practice the dialogue among themselves once they have the dialogue in front of them. Later, A and B strips may be assigned to each pair partner to make the oral practice more challenging. One partner gets the A strips and the other, B strips. They are reminded not to look at each other's lines. They must listen carefully to each other to proceed through the dialogue. This exercise allows for good listening, speaking and reading practice.

Substitution practice can follow the introduction of a dialogue too. Students substitute content words in the dialogue with other words suggested by the teacher, the text or themselves. This kind of activity allows for further practice and broadens the context with which the students can use the new language.

Listening Activities

Ample listening exercises are provided and recommended to check student comprehension of the material presented. Listen and circle activities are used to help guide students with their listening and make them accountable for their listening efforts. The teacher can play the tape several times. Once for the students to listen to and perform the task at hand and a second time in case they miss anything the first time around. The students can then switch papers to correct each other's answers. This allows for another opportunity to listen. When the class goes over the exercise together as a whole, the teacher should play the tape one more time for corrections. Because the students are at a beginning level, they usually do not mind repetitious listening. When the students are asked to correct each other's papers, it enhances their ability to self-monitor which is a good language learning skill to acquire at the earliest stages of second language acquisition.

Jazz Chants ♫♪

Jazz chants are those exercises signaled by the above symbol in the module. Jazz chants are based on a combination of repetition and learned responses. They make for a great language learning tool to develop students' familiarity with the rhythm and intonation patterns of frequently used English expressions. They also provide a teacher an opportunity to summarize and review the most important expressions to be learned in a particular unit. Jazz chants are presented very much like dialogues in the class (see notes on the presentation of dialogues). Because of much repetition, the expressions presented usually become quite natural and automatic for the students at the end of the class.

Reading and Writing Activities

Most of the reading and writing done in class is at the word or sentence level. Here are some activities suggested for reinforcing students' reading and writing skills:

1. Vocabulary Writing Practice

Vocabulary writing exercises are provided for spelling and word recognition purposes. Each unit has a list of vocabulary for the students to learn to read and spell. Because most of the students come from an educational background where rote writing is common, we have included word writing as an integral part of the beginning curricula. Before students begin writing, the teacher must make sure that the students can recognize and say the words first. It is also recommended that the students sound out each word as they write so that they can associate sounds with their corresponding symbols. Students may do these exercise at home so that class time may be used for material introduction and more active practice.

2. Picture-Word Match-up

This exercise works well as a paired activity. Person A has a set of pictures and person B has a set of matching words. The two students work together to make appropriate matches. Make sure each partner understands his or her role in the exercise so that one does not do the work for the other. This allows the slower students an opportunity to contribute. Modeling the language and the procedure for this exercise for students helps them see the purpose and goals of this exercise.

3. Long Form/Abbreviation Match-up

Because abbreviations appear frequently on designers' spec sheets, the teaching of abbreviations is an important part of the curricula. Please see Appendix A for specific teaching instructions.

4. Crossword puzzles

Crossword puzzles enhance spacial recognition and spelling of words. Students may work alone or in pairs and then correct each other's work.

5. Dictations

Dictations reinforce with writing the content which has been previously practiced orally. They help students correlate written English with spoken English. The teacher reads the words or sentences at normal speed and the students write the words perceived by them on a piece of paper. If they do not catch all the words, they should be allowed to ask for repetition as often as necessary. Some students may peek into their workbooks or at others' papers. We allow for this because students must know what to look for and where to look for the right answers. Students are then paired or grouped to compare and correct each other's sentences. The teacher circulates around the room for assistance. Several students are then called to put their sentences on the board. By the time the words or sentences are written on the board, they are usually 90% correct. The teacher then goes over the remaining problem areas.

For a low level class, a teacher can help students out by drawing blanks for words in each sentence on the board during correction time. Students go up to the board to write sentences out according to the number of blanks drawn. The teacher checks for problems, and then proceeds to have the class repeat the corrected sentences. To provide further oral practice, the teacher can do a "disappearing board trick." The teacher erases more and more words from the board until students can eventually repeat the sentences without much or any written representation at all.

6. Scrambled Sentences

Scrambled sentences work very well for beginning students. They make for a good small group activity. Sentences are enlarged and cut into individual words or phrases and are placed in envelopes to be passed out to each student group. Students work together to put the sentence or sentences together. When they believe they have the words appropriately placed in order, they are asked to write the sentences on the board. Some teachers like to have the students hold the words up and line up in front of the class in correct order. This way, the other students can help correct and read the sentences out loud. Students learn well and enjoy this activity because they are able to physically arrange and rearrange the words.

Many of the activities mentioned above can be made more exciting by introducing an element of competition into the activity. Prizes and praises can be given to an individual student or groups of students for successfully completing an activity first.

Listed above are just some of the more popular interactive reading and writing activities used in ESL classrooms. Many more creative techniques can be found in current ESL literature and textbooks to reinforce the learning of classroom material. We recommend frequent browsing of ESL books for inspiration and ideas for good communicative language teaching.

Acknowledgement of contribution to Module 2 course material:

Tina K. Carver and Sandra D. Fotinos; A Conversation Book-(Book 1); Prentice Hall, Inc.

Barbara Foley and Howard Pomann; Lifelines 1; Regents Publishing, Inc.

Irene Frankel and Cliff Meyers; Crossroads 1; Oxford University Press.

Carolyn Graham; Small Talk; Oxford University Press.

Dorothy G. Liebowitz; The Vocabulary Builder; National Textbook company.

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Yvonne Wong Nishio; Longman ESL Literacy; Longman, Inc.

Patricia E. Zevin; Oxford Picture Dictionary of American English-a Beginner's Workbook; Oxford University Press.

OBJECTIVES OF MODULE 2

Module 2 is designed to introduce five new competencies related to the garment making industry while reviewing and reinforcing basic functional language previously taught in Module 1. Workers at Momentum, Inc. will gain competency in recognizing and naming basic colors, articles of clothing, sizes, seasons of the year and parts of the body. Students will broaden their small talk repertoire by learning to compliment each other on their appearances and show concern for each other by asking and responding to questions concerning their health.

The students will be able to:

1. read, write, and comprehend names of basic colors and their abbreviations as they appear on Momentum spec sheets; describe colors they are wearing. New verb: I'm wearing...
2. read, write and comprehend common articles of clothing; name clothing they are wearing. New verbs: put on, take off, I have, I need...
3. make compliments about appearance and clothing; respond appropriately to compliments. New verb: I like...
4. recognize and describe sizes commonly found on clothing labels; describe the fit of clothing they wear. New verb: try on
5. read, write and comprehend the four seasons of the year; catagorize clothing and colors according to seasons. New language: This/that is for summer.
6. name different parts of the body.
7. show concern for each other's health; describe sources of pain and discomfort. New verb: My head hurts.

UNIT 1: COLORS

red
pink
orange
blue
purple
green
yellow
black
white
tan
brown
gray

Listen and color with markers.

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.

Read and color with markers.

1 white	2 green	3 yellow
4 blue	5 red	6 orange
7 purple	8 brown	9 tan
10 pink	11 black	12 gray grey

Color the pictures. Then write the words.

red

orange

blue

yellow

green

pink

purple

brown

white

black

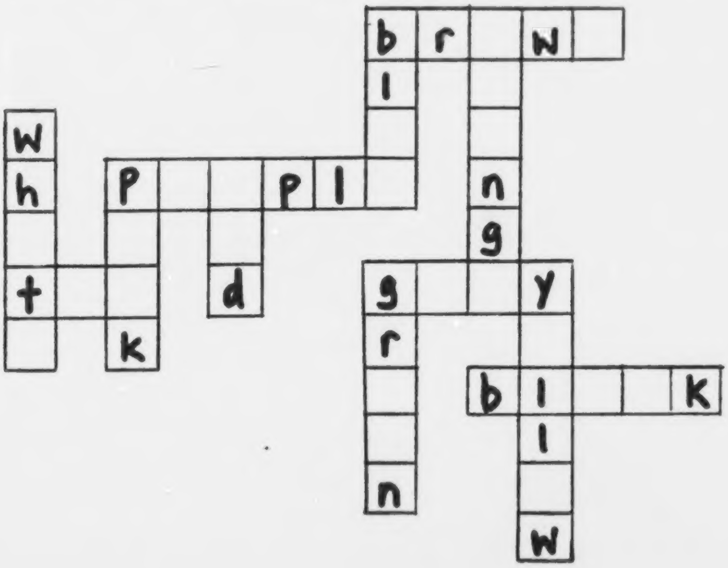
Match the long form with the short form. (See Appendix A - page 38)

white	LT BLUE
light green	WHT
black	DK BRN
light blue	LT GRN
dark brown	BLK

Read the short form and write the long form.

SHORT FORM	LONG FORM
1. BLK	black
2. WHT	
3. LT BLUE	
4. DK GRN	
5. DK BRN	

Fill in the missing letters of the puzzle.



Listen to the dialogues and circle the colors you hear.

1. [✓ red] green [✓ white] [✓ blue]
2. white orange blue yellow
3. brown gray tan white
4. yellow red black white
5. pink white red orange

Write down the colors your classmates are wearing today.

Teacher	Student 1	Student 2

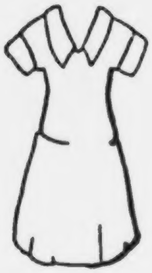
Write the colors that you "like" and colors you "don't like."

LIKE ☺	DON'T LIKE ☹

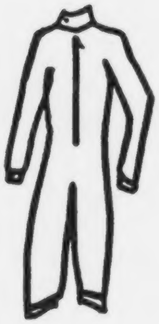
UNIT 2: CLOTHING

jacket
jumpsuit
coat
sweater
scarf
pants
blouse
boots
socks
gloves
skirt
shirt
shoes
underwear
umbrella
hat
belt
watch
purse
glasses

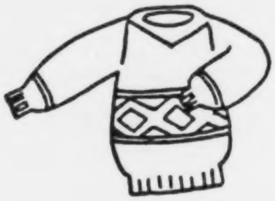
Match words to picures.



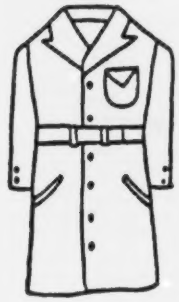
a sweater



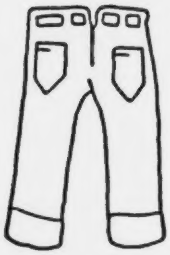
a jumpsuit



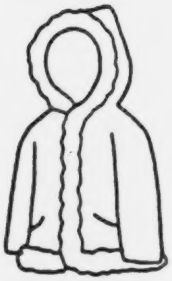
a jacket



a pair of pants

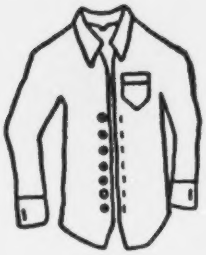


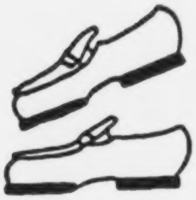
a dress

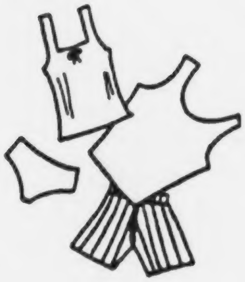


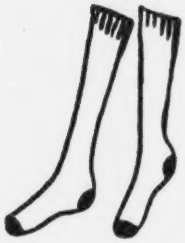
a coat

Match words to pictures.









a belt

underwear

socks

a shirt

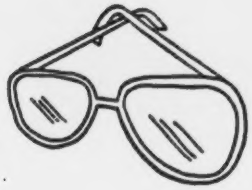
a pair of glasses

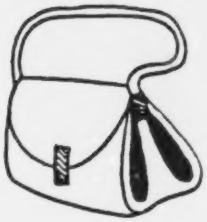
a skirt

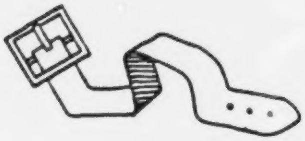
shoes

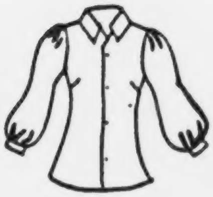
a purse

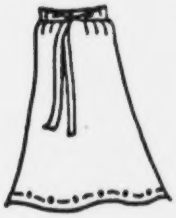
a blouse











Write the words.

CLOTHING

jacket

sweater

coat

dress

shirt

blouse

skirt

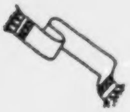
pants

socks

shoes

Write the words.

CLOTHING

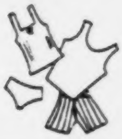


scarf

gloves

boots

glasses



underwear

umbrella

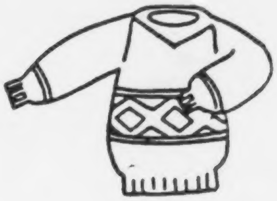
hat

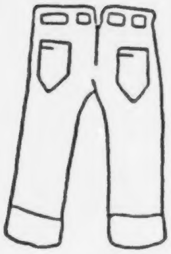
purse

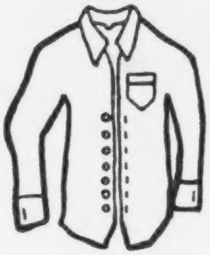
watch

belt

Read and color with markers.







Color the dress **red.**

Color the pair of pants **brown.**

Color the skirt **green.**

Color the pair of shoes **black.**

Color the shirt **yellow.**

Color the blouse **pink.**

Color the jacket **blue.**

Color the sweater **orange.**

Listen to the dialogues and circle the clothing you hear:

1. [✓ blouse] [✓ jacket] coat [✓ skirt]
2. dress coat purse tie
3. suit belt watch shirt
4. underwear T-shirt jeans dress
5. blouse skirt jacket shoes

Choose words to fit in the appropriate catagories.

purse ✓
tie
belt
jeans
shirt
shoes
blouse
skirt
jacket
dress
sweater
pants

1. CLOTHES FOR WOMEN:

purse

2. CLOTHES FOR MEN:

3. MY CLOTHES FOR TODAY:

4. CLOTHES I NEED:

Circle the words that go with the pictures.

1. man [✓ woman] boy girl

tie

[✓ suit]

[✓ jacket]

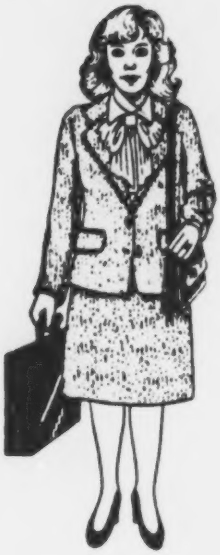
pants

[✓ blouse]

[✓ purse]

umbrella

[✓ shoes]



2. man woman boy girl

suit

pants

tie

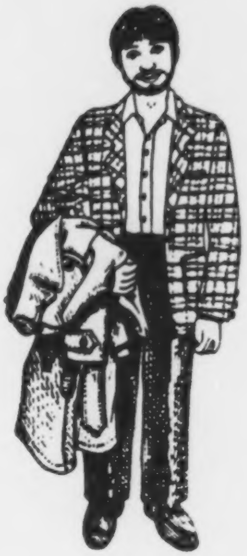
coat

boots

shirt

jacket

scarf



3. man woman boy girl

shirt

T-shirt

jacket

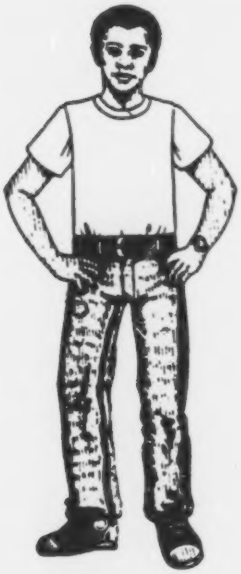
watch

jeans

belt

gloves

hat



4. man woman boy girl

skirt

boots

socks

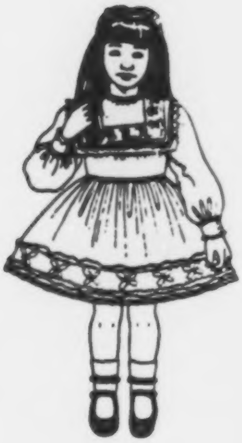
shoes

purse

jeans

dress

coat



(See Appendix B - page 40 for another activity for further practice.)

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REVIEW

Put the following words in their proper catagories.

✓ shirt
Tuesday
coat
yellow
blouse
green
Wednesday
dress

Saturday
✓ blue
✓ Monday
Thursday
jumpsuit
white
red
needle

✓ bobbin
jacket
pins
seam ripper
orange
scissors
Friday
thread cutter

SEWING TOOLS	**CLOTHING**
bobbin	shirt

COLORS	**DAYS OF THE WEEK**
blue	Monday

Say the jazz chant. ♫♪

EASY SOLUTIONS!

It's hot in here!
Take off your jacket!
It's hot in here!
Take off your sweater!
It's cold in here!
Put on your coat!
It's cold in here!
Put on your scarf!
It's hot! It's hot!
It's cold! It's cold!
What crazy weather we have here!

UNIT 3: YOU LOOK NICE TODAY!

Say the jazz chant. ♫♪

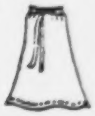
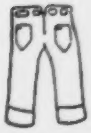
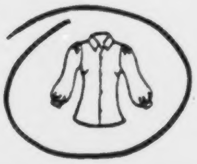
YOU LOOK NICE TODAY!

You look nice today!
          Thank you.   Thank you.
You look nice today!
          Thank you.   Thank you.
I like your scarf.
I like your blouse.
I like your pants, your belt, and your shoes.
You look nice today!
          Thanks.   You look nice too!

Say the dialogue.

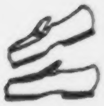
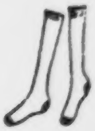
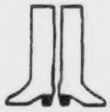
Liangkie:	I like your bag! It's beautiful!
Pei Juan:	Thank you. I made it.
Liangkie:	Could you make one for me?
Pei Juan:	Sure. Give me some material.

Listen to the dialogues and circle both the pictures and sentences you hear.

1.   

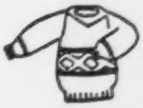
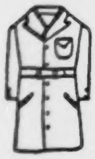
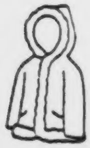
[✓ I made it.]

I bought it.

2.   

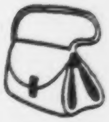
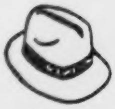
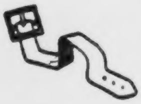
I made them.

I bought them.

3.   

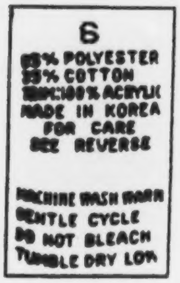
I made them.

I bought them.

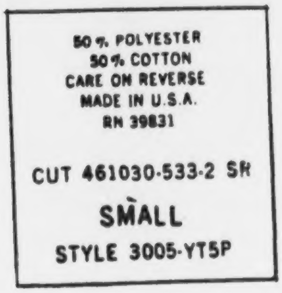
4.   

I made it.

I bought it.


6
[illegible]% POLYESTER
35% COTTON
[illegible]:100% ACRYLIC
MADE IN KOREA
FOR CARE
SEE REVERSE

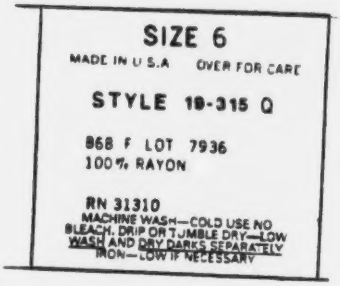
MACHINE WASH WARM
GENTLE CYCLE
DO NOT BLEACH
TUMBLE DRY LOW


50 % POLYESTER
50 % COTTON
CARE ON REVERSE
MADE IN U.S.A.
RN 39831

CUT 461030-533-2 SR

SMALL

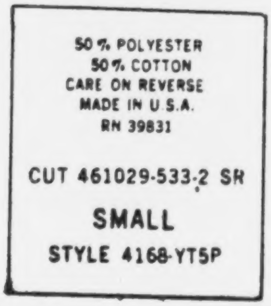
STYLE 3005-YT5P


SIZE 6
MADE IN U.S.A. OVER FOR CARE

STYLE 19-315 Q

868 F LOT 7936
100% RAYON

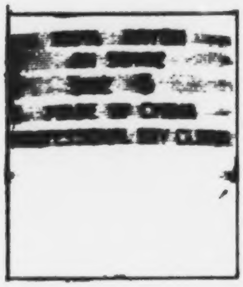
RN 31310
MACHINE WASH—COLD USE NO
BLEACH. DRIP OR TUMBLE DRY—LOW
WASH AND DRY DARKS SEPARATELY
IRON—LOW IF NECESSARY

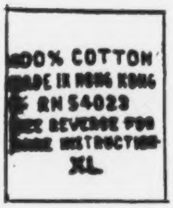

50 % POLYESTER
50 % COTTON
CARE ON REVERSE
MADE IN U.S.A.
RN 39831

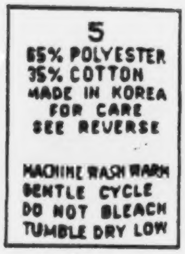
CUT 461029-533-2 SR

SMALL

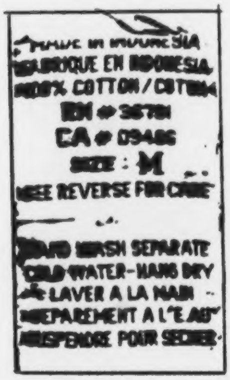
STYLE 4168-YT5P


[illegible]
MADE IN CHINA
[illegible] DRY CLEAN

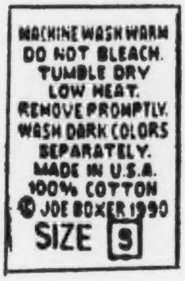

100% COTTON
MADE IN HONG KONG
RN 54023
SEE REVERSE FOR
CARE INSTRUCTIONS
XL

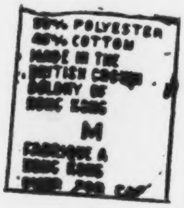

5
65% POLYESTER
35% COTTON
MADE IN KOREA
FOR CARE
SEE REVERSE

MACHINE WASH WARM
GENTLE CYCLE
DO NOT BLEACH
TUMBLE DRY LOW


MADE IN INDONESIA
FABRIQUE EN INDONESIA
100% COTTON/COTON
RN # 3678[illegible]
CA # 09486
SIZE : M
SEE REVERSE FOR CARE

HAND WASH SEPARATE
COLD WATER-HANG DRY
LAVER A LA MAIN
SEPAREMENT A L'"E AU"
SUSPENDRE POUR SECHER


MACHINE WASH WARM
DO NOT BLEACH.
TUMBLE DRY
LOW HEAT.
REMOVE PROMPTLY.
WASH DARK COLORS
SEPARATELY.
MADE IN U.S.A.
100% COTTON
© JOE BOXER 1990
SIZE S


[illegible]% POLYESTER
[illegible]% COTTON
MADE IN THE
BRITISH CROWN
COLONY OF
HONG KONG
M
FABRIQUE A
HONG KONG
[illegible] FOR CA[illegible]

BEST COPY AVAILABLE

Appendix C - Sizes

Procedure for a whole class activity:

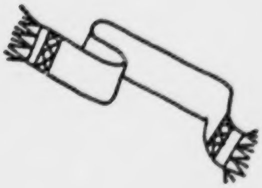
1. Put clothing labels on index cards.
2. Number the index cards 1 to 10.
3. Make sure the students can read sizes in long form and abbreviated form.
4. Post index cards all over the wall or the blackboard.
5. Go over the student worksheet on page 19 . Have students go up to the board or the wall to scan for answers to the worksheet. Have several students start at #10, some at #5, and others at #1 to prevent overcrowding.
6. Go over the answers on the board after the activity. If there is a disagreement over a particular answer, send a student to the board to check for the correct answer.

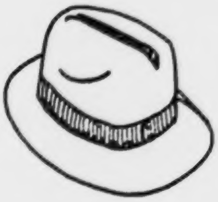
I need a new shirt.

I need a new pair of boots.

I need a new dress.

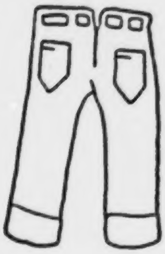
I need a new purse.





I need a new scarf.

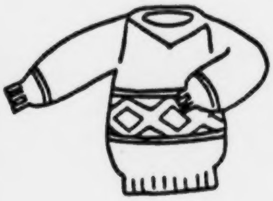
I need a new hat.

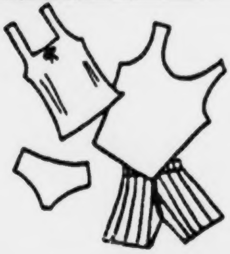


I need a new pair of pants.

I need a new pair of shoes.

I need a new blouse.





I need a new pair of gloves.

I need a new jumpsuit.

I need a new coat.

I need a new sweater.

I need a new pair of glasses.

I need a new skirt.

I need a new pair of socks.

I need some new underwear.

I need a new jacket.

Appendix B - Clothing

Procedures for a whole class activity:

1. Cut out sentences and pictures of clothing.
2. Pre-teach articles of clothing, verbs-need/have and the adjectives-old/new.
3. Pass out sentences and pictures randomly to students. A student should have either strips of sentences or pictures.
4. One by one the students with sentences announce what they need. Example: A: I need a new jacket.
   B: I have a jacket. (response from the student with the right picture)
5. Collect strips of paper and pass them out again for another round of the same exercise. Make sure the students have strips that they did not have before.

BLK	black
WHT	white
DK BRN	dark brown
DK GRN	dark green
LT BLUE	light blue

Appendix A - Colors

Procedures for a whole class activity:

1. Cut word squares.
2. Teach the concept of "the same" and "different" to students.
3. Pick up two pieces of paper at random; students respond by saying "the same" or "different".
   BLK/black constitute a match-"the same" response required.
   BLK/brown constitute a mismatch -"different" response required.
   Do this until students know the material well.
4. Pass out paper,one or two per student. Students walk around the room to find appropriate matches. Teacher should teach the language involved in this activity.
   For example: A: I have brown. What do you have?
   B: I have brown too. We have a match.
5. Make individual sets of word matches for a pair activity if necessary.

Say the jazz chant. ♫♪

MORE EASY SOLUTIONS!

My head hurts!
Take an aspirin!
My stomach hurts!
Go to the restroom!
My back hurts!
Go to bed!
My feet hurt!
Take off your shoes!
My chest hurts! My chest hurts!
Hurry! Hurry!
Put on your jacket!
Put on your shoes!
Let's go see a doctor now!

Listen to the following dialogues and circle the sentences you hear.

1. [✓ a)] My head hurts.
   b) My stomach hurts.
   c) My back hurts.

2. a) My arm hurts.
   b) My hand hurts.
   c) My head hurts.

3. a) My neck hurts.
   b) My stomach hurts.
   c) My shoulders hurt.

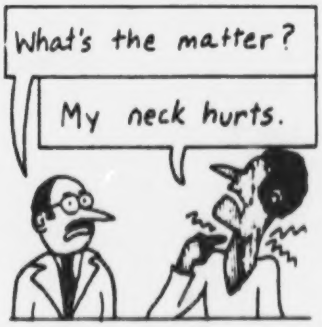
4. a) My leg hurts.
   b) My knee hurts.
   c) My foot hurts.

5. a) My neck hurts.
   b) My back hurts.
   c) My foot hurts.

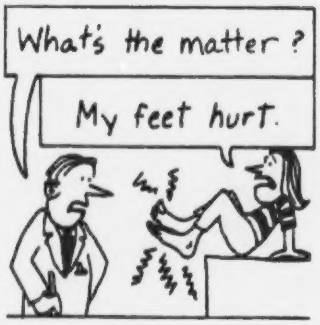
6. a) My ears hurt.
   b) My shoulders hurt.
   c) My fingers hurt.

Write dialogues for the following pictures.

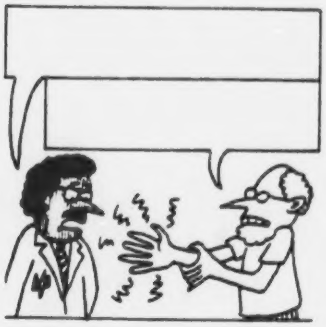
1.


What's the matter?
My neck hurts.

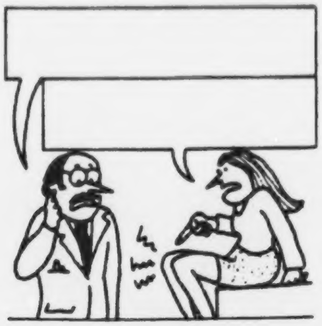
2.


What's the matter?
My feet hurt.

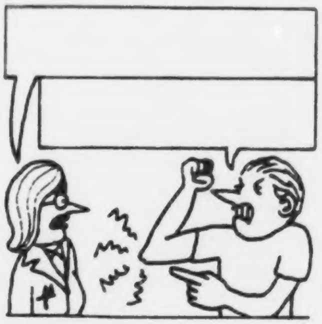
3.



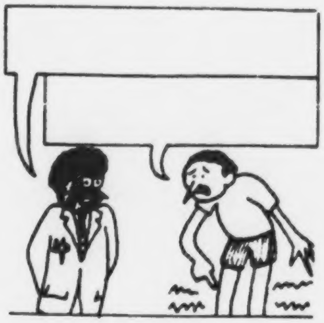
4.



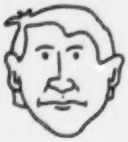
5.

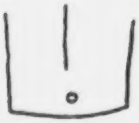


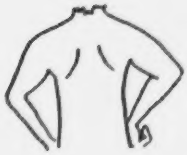
6.

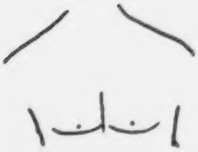


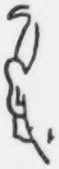
Write the sentences.

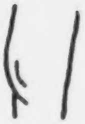
Example: My  head hurts.

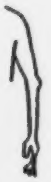
1. My  __________ __________.

2. My  __________ __________.

3. My  __________ __________.

4. My  __________ __________.

5. My  __________ __________.

6. My  __________ __________.

UNIT 7: WHAT'S THE MATTER?

Say the dialogue.

A: How are you, Bob?

B: Not good. I'm sick.

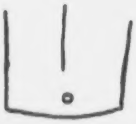
A: What's the matter?

B: My stomach hurts.

A: Oh no! That's too bad!

Practice the above dialogue with a partner. Substitute parts of the body referred by the pictures below.

1.



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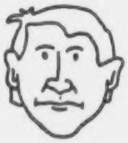
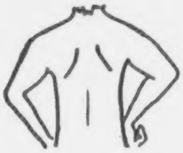
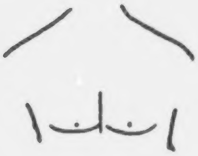


3.



4.



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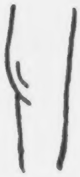

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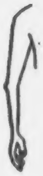
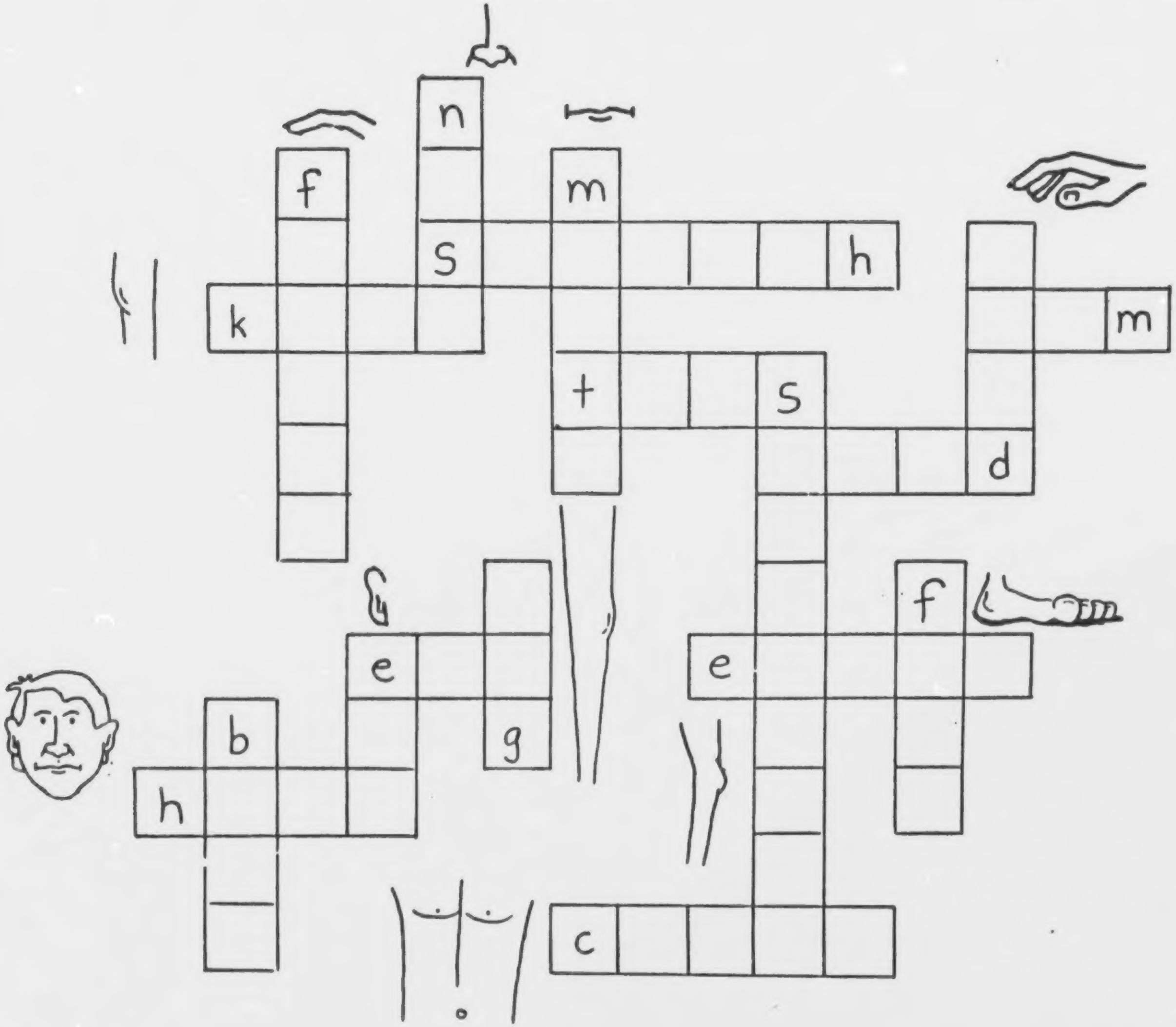


Parts of the Body

Fill in the missing letters.



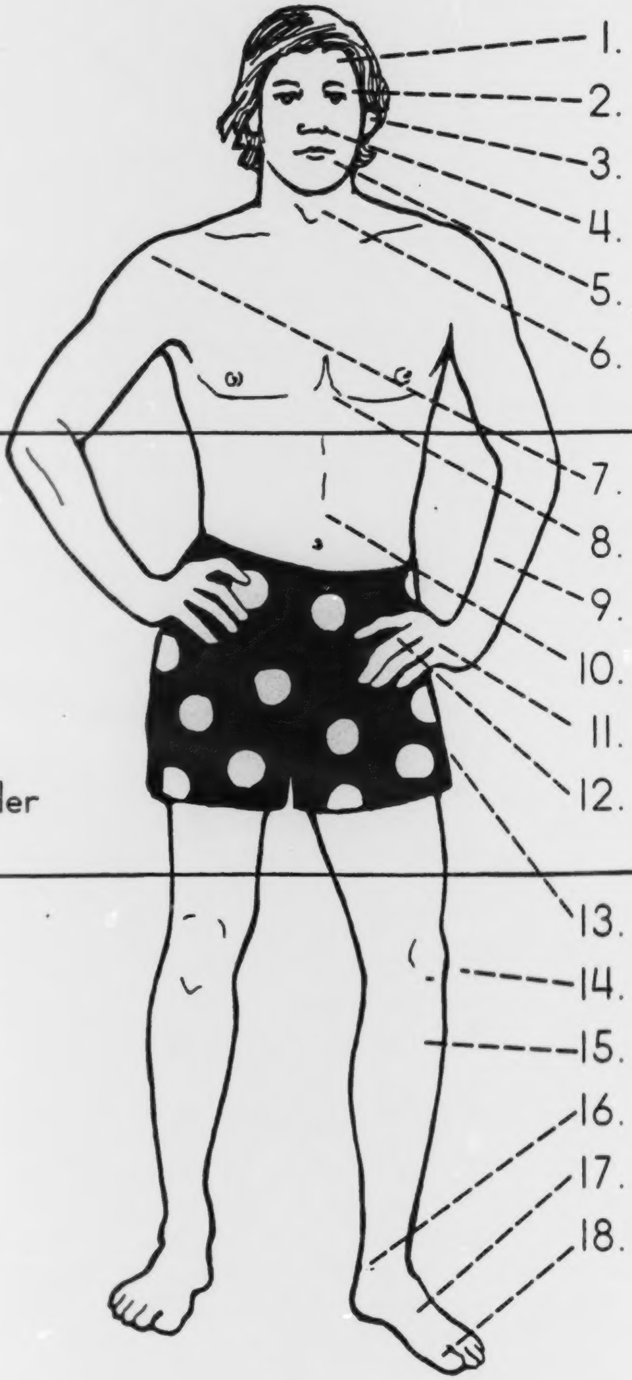
finger
ear
mouth
stomach
toes
arm
shoulders
back
chest
hair
elbow
nose
foot
head
eye
knee
hand
leg

Listen to your teacher read the words. Write the words.

mouth
neck
ear
eye
head
nose

stomach
arm
finger
chest
hand
shoulder

foot
toe
leg
knee
hip
ankle



1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
11. ______________
12. ______________
13. ______________
14. ______________
15. ______________
16. ______________
17. ______________
18. ______________

Find the words for each part of the body. Write the words.

elbow
✓ mouth
hand
foot
fingernail

✓ knee
eye
hair
ankle
ear

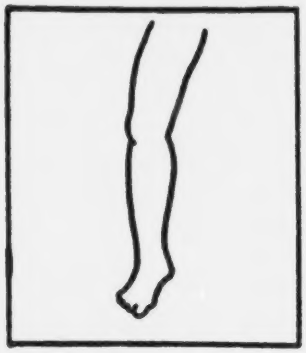
heel
thumb
nose
✓ finger
toe

HEAD

1. mouth
2. __________
3. __________
4. __________
5. __________

ARM

6. finger
7. __________
8. __________
9. __________
10. __________



LEG

11. knee
12. __________
13. __________
14. __________
15. __________

Write the words. Parts of the Body

head

eyes

ears

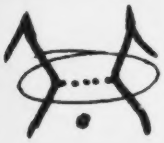
nose

mouth

hair

neck

bust



waist

hips

Write the words.

Parts of the Body

shoulders

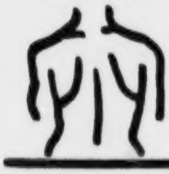
arm

elbow

hand

finger

chest



back

stomach

legs

foot

foot

shoulders

hand

knee

hips

stomach

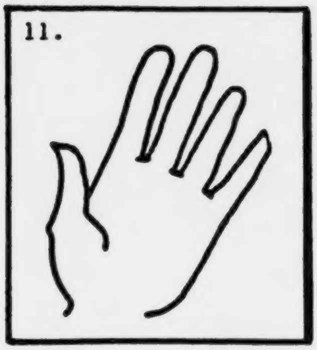
elbow

waist

arm

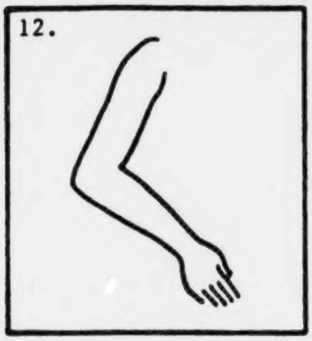
leg

11.



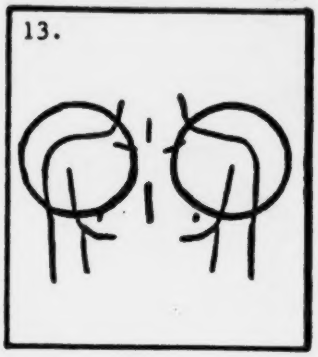
____

12.



____

13.



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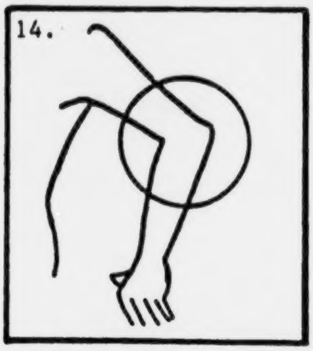
14.



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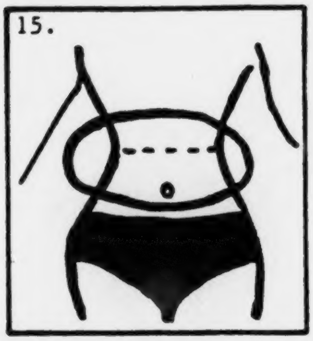
15.



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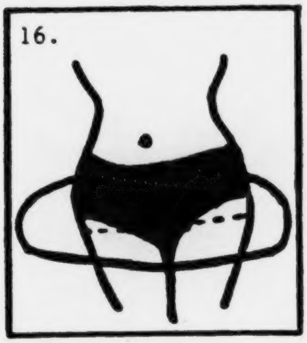
16.



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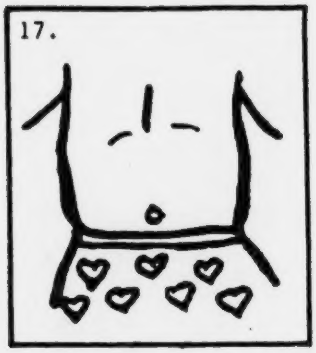
17.



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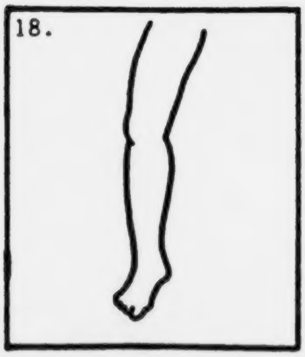

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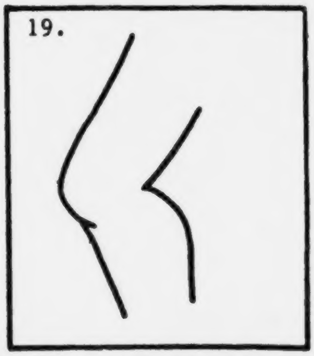
19.



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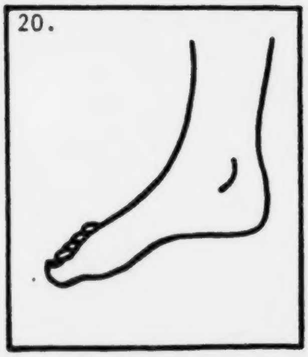
20.



____

UNIT 6: PARTS OF THE BODY

neck

mouth

back

eyes

✓ **head**

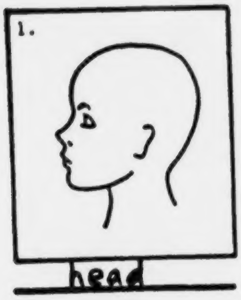
ear

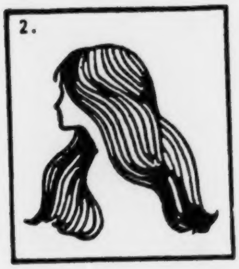
finger

hair

chest

nose

1.

head

2.

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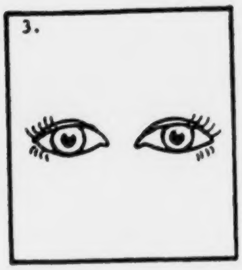
3.

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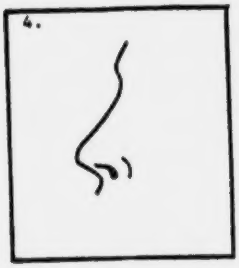
4.

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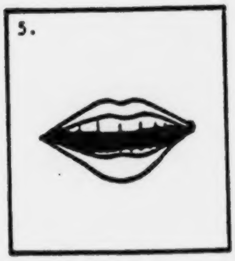
5.

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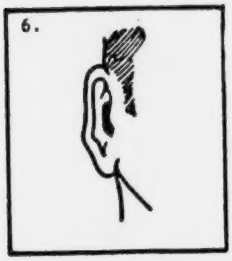
6.

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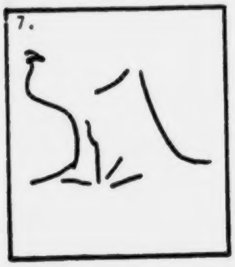
7.

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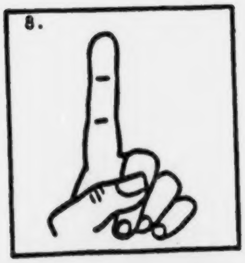
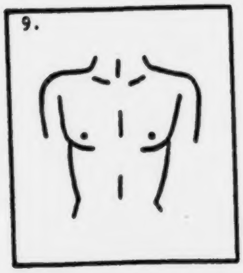
8.

____

9.

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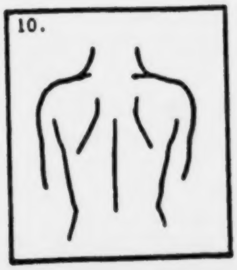
10.

____

What season is that for?

Look at the pictures your teacher is holding. Write what seasons the clothing is for.

1. **That is for** ___summer___.

2. **That is for** ______________.

3. **That is** ________ ______________.

4. **That is** ________ ______________.

5. **That** ______ ________ ______________.

6. ________ **is** ________ ______________.

7. ________ ______ **for** ______________.

8. **That is** ________ ______________.

9. **That** ______ ________ ______________.

10. ________________________________.

(See Appendix D - page 45 for instructions to the above exercise.)

What season is next? Write the seasons.

Example:

spring → summer → fall → winter

1. summer → __________ → winter → __________

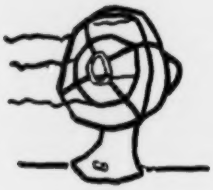
2. winter → __________ → __________ → fall

3. spring → summer → __________ → __________

4. fall → __________ → __________ → __________

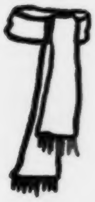
What season is this for? Write the seasons.

Example:



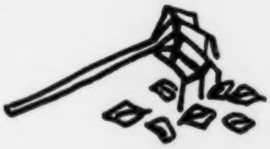
This is for summer.

1.



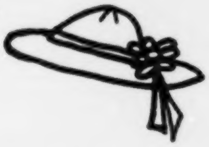
This is for winter.

2.



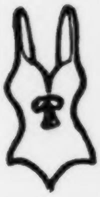
____

3.



____

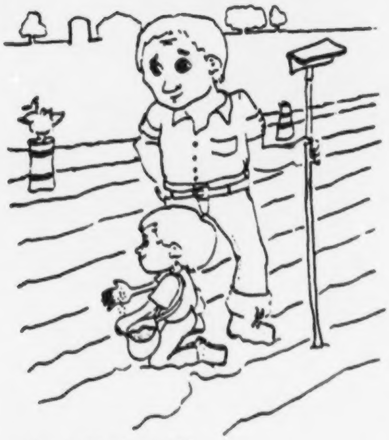
4.



____

Look at the pictures. Write the seasons.

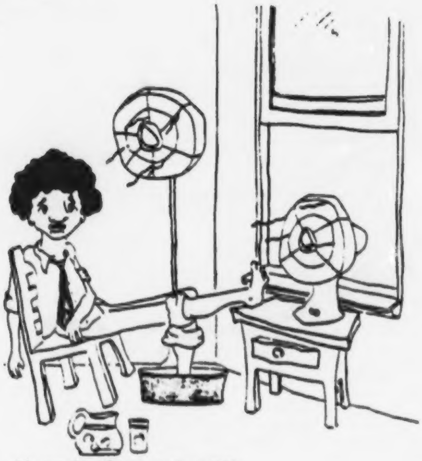
1.



(March 21-June 20)

____

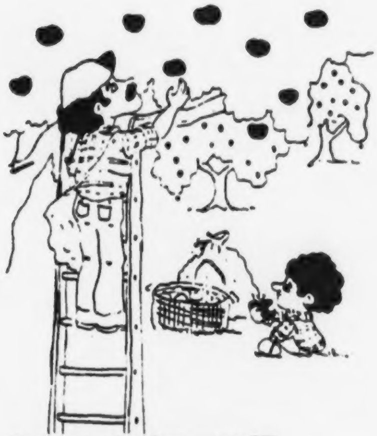
2.



(June 21-September 20)

____

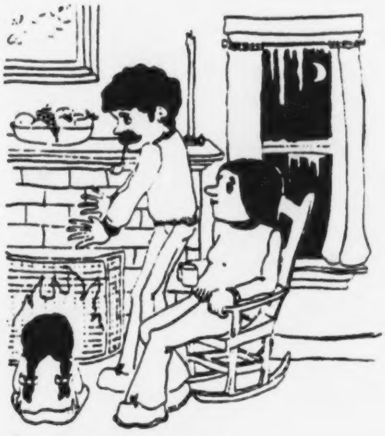
3.



(September 21-December 20)

____

4.



(December 21-March 20)

____

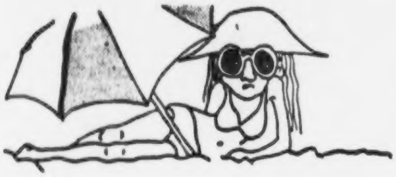
Write the words.

summer	fall	winter	spring

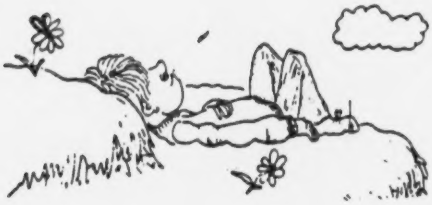
UNIT 5: SEASONS

summer fall/autumn winter spring

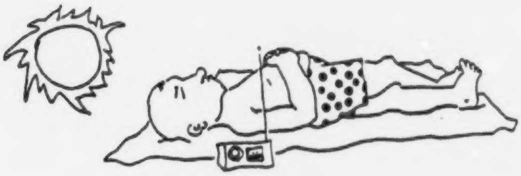
Match the pictures to seasons.



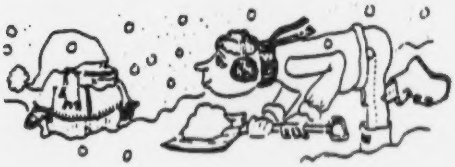
spring



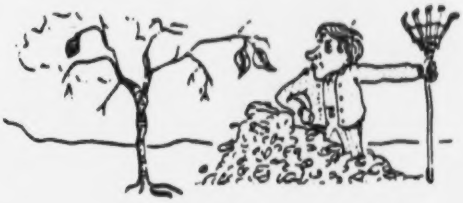
summer



winter



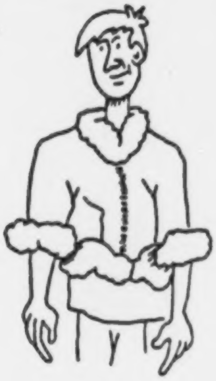
fall



summer

Read and say.

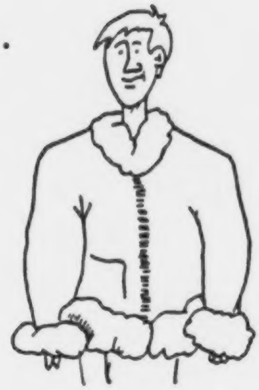
1.



A: Try it on.

B: It's too small.

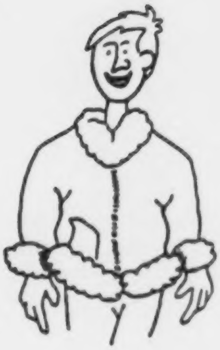
2.



A: Try it on.

B: It's too large.

3.

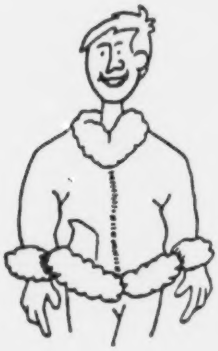


A: Try it on.

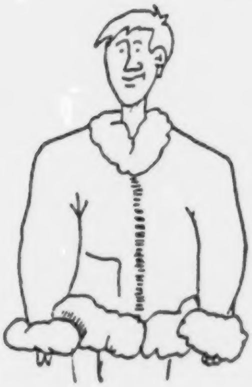
B: It's just right.

Write about each picture.

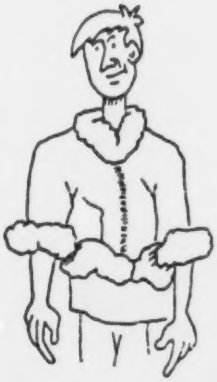
1.



2.

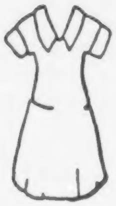


3.



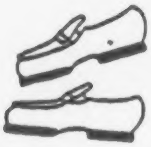
Look at the pictures. Write the names of the clothing.

1.



____

2.



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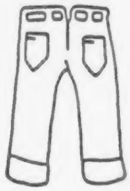
3.



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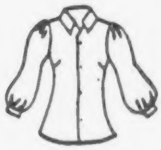
4.



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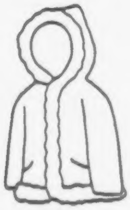
5.



____

Complete the chart below. Ask your teacher and 2 other students about the sizes of clothing they wear.

Pennie

shoes 6
dress M
pants ____
blouse ____
jacket ____

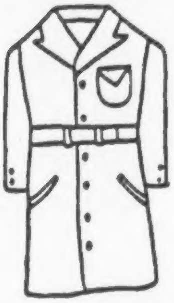
____

shoes ____
dress ____
pants ____
blouse ____
jacket ____

____

shoes ____
dress ____
pants ____
blouse ____
jacket ____

Say the dialogue.



A: What is your shoes size?

B: I wear a size 7.

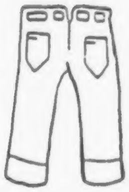
A: What did you say?

B: Size 7.

Practice the dialogue again with a partner about the clothing below.

1.

2.



3.

4.

Listening 1
Listen and circle the sizes.

a. 16 [✓ 6] 26

b. 14 44 4

c. 32A 34C 34B

d. 17 27 7

e. 9 19 39

f. 22 12 2

Listening 2
Listen and write the sizes.

a. 8

b. ____

c. ____

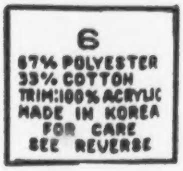
d. ____

e. ____

f. ____

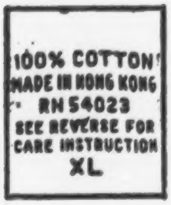
Read the size labels.

1.



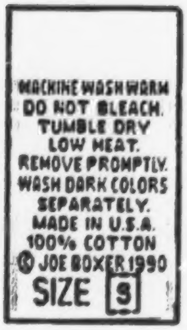
6
67% POLYESTER
33% COTTON
TRIM:100% ACRYLIC
MADE IN KOREA
FOR CARE
SEE REVERSE

2.



100% COTTON
MADE IN HONG KONG
RN 54023
SEE REVERSE FOR
CARE INSTRUCTION
XL

3.



MACHINE WASH WARM
DO NOT BLEACH.
TUMBLE DRY
LOW HEAT.
REMOVE PROMPTLY.
WASH DARK COLORS
SEPARATELY.
MADE IN U.S.A.
100% COTTON
© JOE BOXER 1990
SIZE S

Walk up to the board. Write the sizes of the following 10 labels.

1. **Label 1** small
2. **Label 2** ____________________
3. **Label 3** ____________________
4. **Label 4** ____________________
5. **Label 5** ____________________
6. **Label 6** ____________________
7. **Label 7** ____________________
8. **Label 8** ____________________
9. **Label 9** ____________________
10. **Label 10** ____________________

(See Appendix C - page43 for instructions to the above exercise.)

Read the short form and write the long form.

Short Form	Long Form
S	small
M	
L	
XS	
XL	

Read and write the long form.

sm.	small	11-13 L	
lg.		7-9 M	
m		1-3 XS	
3-5 S		13-15 XL	

Write the sizes in order.

XS → ____ → ____ → ____ → ____

UNIT 4: SIZES

small

medium

large

extra small

extra large

Answer the questions.

What size is B?	It is medium.
What size is E?	
What size is C?	
What size is A?	
What size is D?	

Write the words.

small	medium	large
small	medium	large

Appendix D - Seasons

Procedure for a whole class activity:

1. Cut out pictures from fashion magazines of four different seasons.

2. Pick out pictures from all four seasons to make a set. Make enough sets to pass out to the class.

3. Pass out sets of magazine cut-outs to pairs of students. Have each pair separate pictures into seasonal categories. Teach the language involved to this exercise.
   Example: A: This is for winter.
   This is for spring.

4. Teacher walks around the room to monitor progress.

5. Find 4 paper bags and label each bag with a particular season in bold print. Set the bags in front of the teacher's desk.

6. Pass out pictures (4 or 5) to individual students. Have each student pick up a picture and tell you which bag to place the picture. Students and teacher can discuss the appropriateness of choices made. Make generalizations about the kinds of clothing for each season (esp. colors, types of material, style or shape of clothing, etc.).

MOMENTUM, INC.

Module 2

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: COLORS

LISTENING-Page 1

1. Color #1 red.
2. Color #2 yellow.
3. Color #3 pink
4. Color #4 orange
5. Color #5 green
6. Color #6 black.
7. Color #7 blue
8. Color #8 white
9. Color #9 purple
10. Color #10 tan

WRITING-Page 4

Read the short form and write the long form.
1. BLK = black
2. WHT = white
3. LT BLUE = light blue
4. DK GRN = dark green
5. DK BRN = dark brown

LISTENING-Page 5

1. A: What are the colors of the American flag?
   B: Red, white and blue.

2. A: What is the color of the sky today?
   B: It's blue.

3. A: What colors is Bob wearing?
   B: He's wearing brown and gray.

4. A: What colors is Ling wearing?
   B: She's wearing red, white and black.

5. A: What colors is Santa Clause wearing?
   B: He's wearing red and white.

UNIT 2: CLOTHING

LISTENING-Page 11

1. A: What are you wearing today?
   B: I'm wearing a white blouse, a brown skirt and a black jacket.

2. A: What did you buy?
   B: I bought a new dress and a beautiful leather purse.

3. A: What are you wearing to the party?
   B: I'm wearing a black suit with a gray shirt.

4. A: What are you wearing to work tomorrow?
   B: A T-shirt and a pair of jeans.

5. A: I'm going to Macy's. What do you need?
B: I need a white blouse.

UNIT 3: YOU LOOK NICE TODAY!

LISTENING-Page 16

1. A: Wow! I like your new blouse. It's beautiful!
B: Thank you. I made it last week.
A: Could you make one for me?
B: Sure. Give me some material.

2. A: Ling. I like your boots. They're beautiful!
B: Thank you.
A: Are they new?
B: Yes. I bought them at Macys yesterday.

3. A: You look nice today. I like your sweater and your coat.
B: Thank you. They're new. I bought them at Macys.
A: Were they expensive?
B: No. They were cheap; they were on sale.

4. A: Kin. I like your purse. Is it new?
B: No, it's old. I bought it last year.
A: I really like the color.
B: Thank you. Thank you very much.

UNIT 4: SIZES

LISTENING-Page 20

Exercise 1

a. A: What's your shoe size?
B: I wear an 6.

b. A: What's your coat size?
B: I wear a size 14.

c. A: What's your bra size?
B: I wear a size 34B.

d. A: What's your dress size?
B: I wear a 7.

e. A: What's your pant size?
B: I wear a size 9.

f. A: What's your jacket size?
B: I wear a size 12.

Exercise 2

a. A: What size do you wear?
B: I wear an 8.
A: What did you say?
B: An 8.

b. A: What is your shoe size?
B: I wear a 5.
A: Excuse me?
B: A size 5.

c. A: What size do you wear?
B: My jacket size... I wear a medium.
A: Pardon me?
B: I wear a medium.

d. A: What's your coat size?
B: I wear a 13.
A: What did you say?
B: A 13.

e. A: What's your hat size?
B: I wear an extra large.
A: What did you say?
B: I wear an extra large.

f. A: What size do you wear?
B: My dress size....I wear a 10.
A: Pardon me?
B: I wear a 10

UNIT 5: SEASONS

WRITING-Page 25

What season is this for?
1. This is for winter.
2. This is for fall/autumn.
3. This is for spring.
4. This is for summer.

UNIT 7: WHAT'S THE MATTER?

LISTENING-Page 36

1. A: How are you, Bob?
B: Not good. I'm sick.
A: What's the matter?
B: My head hurts.
A: Oh no! That's too bad.

2. A: Ling, are you OK?
B: No. My arm hurts.
A: I'm sorry. Take it easy. You work too hard.

3. A: Lan, how are you?
B: Not good. I'm sick.
A: What's the matter?
B: My stomach hurts.
A: Oh no! Take it easy.

4. A: Oh, my right foot hurts.
B: Take off your shoes.
A: Good idea.

5. A: Gong, what's the matter?
B: My back hurts.
A: Go see a doctor.
B: Good idea.
A: Take it easy too. You work too hard.

6. A: Oh....my shoulders hurt.
B: Oh no! Take it easy. Take a rest.
A: Good idea.

Momentum, Inc.

Module 3

Can You Help me with Fractions?

Project
EXCEL

Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

**Project EXCEL is funded by
the U.S. Department of Education
from March 1991 to September 1992**

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INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Momentum, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Momentum, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

MOMENTUM, INC.

Momentum, Inc. is an outerwear design development and engineering company. This is a new direction for the company since its inception in 1985.

Momentum, Inc. has changed from a manufacturing/contracting firm to a design/manufacturing firm. This business transformation requires greater worker involvement, and thus, the need for improved communication and critical thinking skills.

As a manufacturing company prior to the transformation, workers at Momentum would mass produce garment, repeating the same sewing procedures. As a design engineering firm, workers at Momentum are asked to read complicated spec sheets and sewing instructions, and participate in small group meetings in order to determine the sewing procedure for each new design. Production is smaller-scaled and more multi-faceted. The most important aim for workplace literacy training to the Momentum management is for its workers to read and comprehend spec sheets and actively participate in the design and sewing process.

Curriculum Designed for Momentum, Inc.

The curriculum for Momentum, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Momentum, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Momentum, Inc. and received consistent feedback from the Momentum management and workers before the curriculum was finalized. The beginning curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.

Project EXCEL

August 1991 to September 1992

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TEACHING GUIDE

This module is specifically designed for limited English proficient adults who need to learn basic skills and language in order to function effectively at Momentum, Inc. The English proficiency level of the workers in this class ranges from literacy to ESL level 100. The students are from China and Hong Kong. Their native languages are Mandarin, Cantonese and two other Chinese dialects. While some students have never received formal education in their native countries and are therefore illiterate in their native languages, others have limited education (4 to 5 years) in their native countries. Some have never taken an English class in the United States while others have taken a semester or two of Adult Basic Education at a local adult learning center. Most of the worker students have been exposed to two modules of workplace specific curriculum already.

This text is a beginning, competency-based text that attempts to integrate coping skills and functional language with essential language forms, vocabulary, and cultural information needed for the American workplace.

There is a wide variety of activities within each unit to reinforce language use. Each unit affords practice in listening, speaking, and some reading and writing. Lessons are self-contained and lend themselves to a format in which one or two activities may be completed within a one hour class period. Teachers may choose to expand, rearrange, or omit a particular activity when appropriate.

Below is a listing of the special features and activities included in the student workbook along with some suggestions on how to teach them. There are also additional suggestions to provide extended practice for students.

Visuals

Visuals are a vital part of teaching. Pictures, hand drawings, photographs and real objects add realism and relevance to the learner and enable students (especially beginning students) to attach immediate meaning to a situation. Every competency can be pre-taught by using visuals. They help introduce a context and generate key vocabulary. Flashcards are great tools to have for beginning classes. The teacher can create a set of flashcards for almost every competency introduced in this module. They can be used to introduce new words and lend themselves to quick, periodic review of key vocabulary and expressions.

Tape

All dialogues and listening activities are pre-recorded on tape. The tape gives students opportunities to hear different voices and speaking styles. It also affords consistent repetitious listening much needed in a beginning class.

Dialogues

Dialogues introduces the language in context and the competency. The dialogues are intentionally short, no more than four to five lines, to ensure easy listening and repetition. The following steps are recommended in the presentation of a dialogue:

1. Setting the Scene

Use visuals in the text to generate an impression of what the dialogue might be about and what language might be used. Teach core vocabulary and expressions so that students are prepared to comprehend the dialogue.

2. Listening to the Dialogue

Once the scene is set, the class listens to the dialogue on tape. The dialogue may be played several times for discussion of meaning and oral practice. The teacher can play the tape and stop at the end of a phrase or sentence for students to repeat after it. This way the teacher can check their listening and give them opportunities for oral practice.

3. Repetition of the Dialogue

Once students demonstrate an understanding of the dialogue, the teacher can model the dialogue for further repetition. First, the teacher repeats all the lines of the dialogue and the students repeat after her. Then the teacher takes one role, (A), and the students, (B). The roles are reversed for another round of practice. Next, the teacher divides the class in half. One half assumes one role, the other half, the other role. Finally, pairs of students practice the dialogue on their own while the teacher circulates to listen for problem areas, offering assistance as needed.

4. Drills

As the teacher is practicing the dialogue, it may become obvious that additional drilling of particular phrases needs to be introduced before the dialogue as a whole can be practiced. Aside from the repetition drill mentioned above, a teacher may need to introduce other mechanical drills such as chain, substitution, and transformation drills for further practice to make the new language natural. If students have difficulty repeating a phrase, a "backward buildup" may be used.

5. Further Practice

On subsequent days, further practice of the dialogue can be carried out in small groups or in pairs. The teacher can cut up the dialogue into strips. The students are to figure out the order of the strips and then practice the dialogue among themselves once they have the dialogue in front of them. Later, A and B strips may be assigned to each pair partner to make the oral practice more challenging. One partner gets the A strips and the other, B strips. They are reminded not to look at each other's lines. They must listen carefully to each other to proceed through the dialogue. This exercise allows for good listening, speaking and reading practice.

Another good tried and true exercise to do is a cloze exercise on the board. The teacher can write a dialogue on the board with randomly missing words. The lines of the dialogue are numbered for easy correction. Individual students are called to fill in the missing words on different lines. When done, the teacher goes over the grammar and the spelling. Next, the teacher can do a "disappearing board" activity. The dialogue is repeated several times, each time the teacher erases a few more words. This is done until the students can say the dialogue with very little or no written prompts. Finally, a few students may be called upon to act out the dialogue.

Listening Activities

Listening exercises are provided and recommended to check student comprehension of the material presented. Listen and circle activities are used to help guide students with their listening and make them accountable for their listening efforts. The teacher can play the tape several times. Once for the students to listen to and perform the task at hand and a second time to confirm their listening comprehension. The students can then switch papers to correct each other's answers. This allows for another opportunity to listen. When the class goes over the exercise together as a whole, the teacher should play the tape one more time for corrections. Because the students are at a beginning level, they usually do not mind repetitious listening. When the students are asked to correct each other's papers, it enhances their ability to self-monitor which is a good language learning skill to acquire at the earliest stages of second language acquisition.

Jazz Chants ♫

Jazz chants are those exercises signaled by the above symbol in the module. Jazz chants are based on a combination of repetition and learned responses. They make for a great language learning tool to develop students' familiarity with the rhythm and intonation patterns of frequently used English expressions. They also provide a teacher an opportunity to summarize and review the most important expressions to be learned in a particular unit. Jazz chants are presented very much like dialogues in the class (see notes on the presentation of dialogues). Because of much repetition, the expressions presented usually become quite natural and automatic for the students at the end of the class.

Role plays

Role plays allow students to practice the language previously learned in context and communicatively. The students must bring to the exercise linguistic as well as sociolinguistic competence. Role plays are introduced at the end of a unit and is carried out in similar steps every time. Role play activities are carried out in the following steps:

1. The teacher uses the picture in the text to set the scene and generate key vocabulary. Please refer to page 21.

2. Both the teacher and the students work together to generate a dialogue. The teacher should have a model dialogue in mind before she begins the dialogue solicitation process. The job of the teacher at the board is to prompt the students for a response. For example:

   T: The box is too heavy. Jerry can't carry it. He sees Liangkie nearby. What should Jerry do?
   S: Ask Liangkie for help.
   T: What should he say?
   S: Liangkie, can you help me? This box heavy.
   (Teacher writes on the board:
   Jerry: Liankgie, can you help me? This box heavy.)
   T: Now what should Liangkie say?
   S: Sure. I help you.
   (Teacher writes on the board:
   Liangkie: Sure. I help you.)

   The teacher and the students continue in the same manner until a complete four to five line dialogue is produced. The teacher then goes over to clean up the dialogue for proper structure and appropriateness. Allow time for the students to copy down the dialogue. Teacher and students then practice the dialogue together.

3. When the students are comfortable with the dialogue, the teacher refers to the following page of the role play for ways to change the dialogue. Content words are changed but the structure and format of the dialogue stay the same. Students practice the dialogue in pairs referring to the pictures or cues on the page. When the students are ready, several may be called to the front of the class to role play with the teacher. Eventually the teacher should be replaced by a student too.

4. To vary the dialogue, the teacher can introduce other ways to express the same idea of certain lines in the dialogue. For example:

Can you help me?	Sure.
Could you help me?	Of course.
Could you give me a hand?	No problem.

The students practice the variations with the teacher and then among themselves until they are comfortable. Heed the urge to introduce too many variations.

5. Students can again be asked to role play varying contexts with the teacher in front of the class. To make the second time more interesting, the teacher can vary the tone or the mood of the characters just a little. For example:

S: Could you help me? The box is too heavy.
T: Oh, I'm sorry, I'm busy right now. Wait a minute.

Some students will adjust to changing situations better than others. If a student stumbles upon a response, the teacher and students can work together to come up with an appropriate one. The emphasis at this point of the exercise is on the appropriateness and flow of the dialogue, not so much the grammatical accuracy of speech.

Reading and Writing Activities

Most of the reading and writing done in class is at the word or sentence level. Here are some activities suggested for reinforcing students' reading and writing skills:

1. Picture-Word Match-up

This exercise works well as a paired activity. Person A has a set of pictures and person B has a set of matching words. The two students work together to make appropriate matches. Make sure each partner understands his or her role in the exercise so that one does not do the work for the other. This allows the slower students an opportunity to contribute. A mini dialogue may be introduced later to make the exercise more communicative. For example:

A: What's the matter? (A points to a picture or word)
B: I have a headache. (B looks at picture or word and responds)
A: Sorry to hear that. I hope you feel better soon.

Partners take turns pointing and answering.

2. Dictations

Dictations reinforce with writing the content which has been previously practiced orally. They help students correlate written English with spoken English. The teacher reads the words or sentences at normal speed and the students write the words perceived by them on a piece of paper. If they do not catch all the words, they should be allowed to ask for repetition as often as necessary. The teacher should also provide the spelling of words that may be difficult for students to spell. For this exercise, structure is the focus, not spelling. Some students may feel the need to peek into their workbooks or at others' papers. We allow for this because students must know what to look for and where to look for words to fill the gaps. Students are then paired or grouped to compare and correct each other's sentences. The teacher circulates around the room for assistance. Several students are then called to put their sentences on the board. By the time the words or sentences are written on the board, they are usually 90% correct. The teacher then goes over the remaining problem areas.

For a low level class, a teacher can help students out by drawing blanks for words in each sentence on the board during correction time. Students go up to the board to write sentences out according to the number of blanks drawn. The teacher checks for problems, and then proceeds to have class repeat the corrected sentences. To provide further oral practice, the teacher can do a "disappearing board trick." The teacher erases more and more words from the board until students can eventually repeat the sentences without much or any written representation at all.

3. Scrambled Sentences

Scrambled sentences work very well for beginning students. They make for a good small group activity. Sentences are enlarged and cut into individual words or phrases and are placed in envelopes to be passed out to each student group. Students work together to put the sentence or sentences together. When they believe they have the words appropriately placed in order, they are asked to write the sentences on the board. Some teachers like to have the students hold the words up and line up in front of the class in correct order. This way, the other students can help correct and read the sentences out loud. Students learn well and enjoy this activity because they are able to physically arrange and rearrange the words.

There are some scrambled sentence exercises in the text. Students may be paired to unscramble the sentences. Since the sentences are parts of a dialogue, the students are further challenged to put the lines in proper communicative order. Students then are called upon to practice the dialogue together with a partner.

Listed above are just some of the more popular interactive reading and writing activities used in ESL classrooms. Many more creative techniques can be found in current ESL literature and textbooks to reinforce the learning of classroom material. We recommend frequent browsing of ESL books for inspiration and ideas for communicative language teaching.

Acknowledgement of contribution to Module 3 course material:

Raymond J. Bohn and John D. Wool; Learning About Measurement; Frank E. Richards Publishing Co., Inc.

Irene Frankel and Cliff Meyers; Crossroads-Book 1; Oxford University Press.

Carolyn Graham; Small Talk; Oxford University Press.

Steven J. Molinsky and Bill Bliss; ExpressWays-Book A; Prentice Hall Regents

Lee Mosteller and Bobbi Paul; Survival English-English Through Conversation; Prentice Hall, Inc.

Myrna Rabinowitz; Sewing, an English as a Second Language Workbook for Beginners.

Allan D. Suter; Discovering Basic Math Concepts-The Meaning of Fractions; Contemporary Books.

OBJECTIVES OF MODULE 3

Module 3 is designed to introduce six new competencies relating to the work and the working culture of Momentum, Inc. while reviewing and reinforcing basic functional language taught in the previous two modules. Workers at Momentum, Inc. will gain competency in describing common physical ailments, expressing sympathy for co-workers with sickness, and calling in sick themselves. Because the company receptionist is often away her desk, the workers will learn to help answer the phone. The class will also learn to use the modal expressing ability and possibility "CAN" to describe what they can/can not do and request for assistance. Finally, Momentum workers will understand the meaning of fractions and gain greater competence in using rulers, yardsticks and measuring tapes.

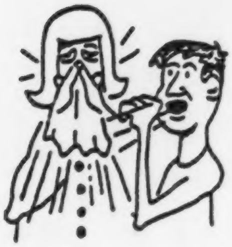
The students will be able to:

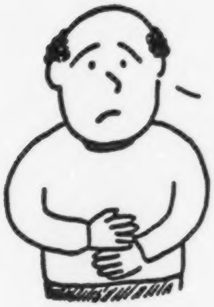
1. recognize and express common physical ailments.
2. express sympathy and concern for co-workers with sickness.
3. call in sick to work.
4. assist in answering the phone and asking callers to call back at a more convenient time.
5. use the modal of ability "CAN" to express things that they can and can not do.
6. use the modal of possibility "CAN" to request for help and guidance.
7. understand the meaning and representation of fractions.
8. comprehend, read and write fractions as they usually appear in their sewing specifications.
9. use rulers, yardsticks, and measuring tapes with greater ease and competence.

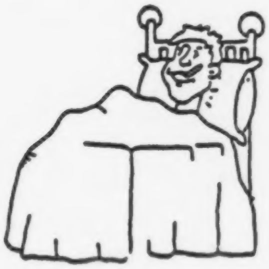
UNIT 1: I HOPE YOU FEEL BETTER SOON!

GETTING READY

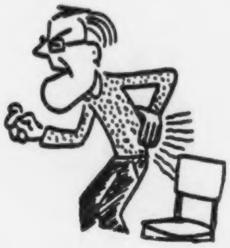
Match words to pictures.

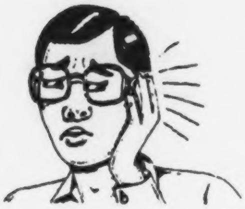


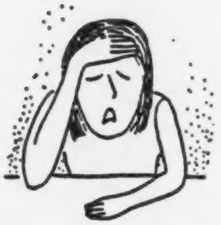


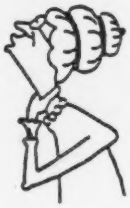


1. a headache
2. a stomachache
3. a backache
4. a cold
5. a fever
6. a sore throat
7. an earache









PAIR PRACTICE

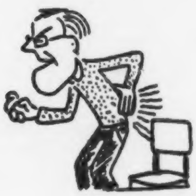
Look at the pictures above. Practice the dialogue below with a partner about each picture.

A: What's the matter?

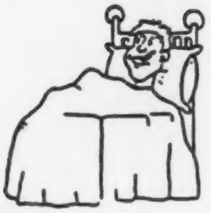
B: I have a stomachache.

WRITING

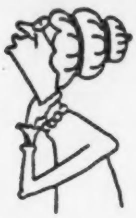
Write the words for each picture below.



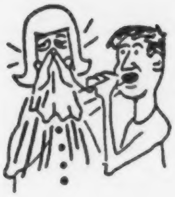
1. a backache



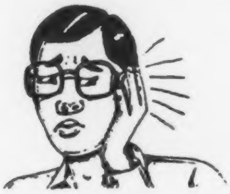
2. ____________________



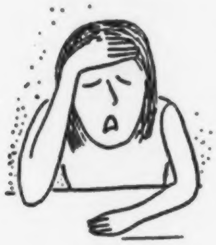
3. ____________________



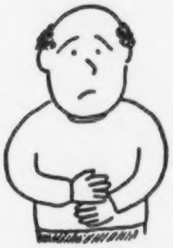
4. ____________________



5. ____________________



6. ____________________



7. ____________________

PAIR PRACTICE

Look at the pictures above. Practice the dialogue below with a partner about each picture.

A: How are you today?

B: Not well. I'm sick.

A: What's the matter?

B: I have a headache.

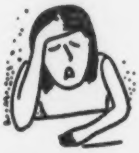
A: I hope you feel better soon.

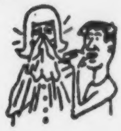
BEST COPY AVAILABLE

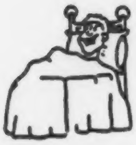
LISTENING

Ex. 1 - Listen to the dialogues and circle the correct pictures.

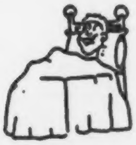
1.

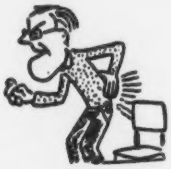


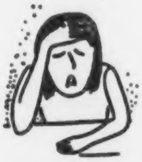




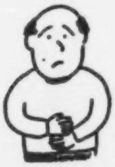
2.

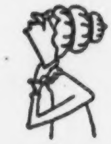


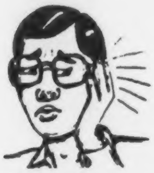




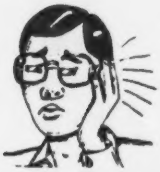
3.

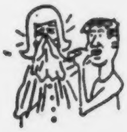


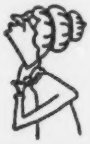




4.







Ex. 2 - Listen to the dialogues and circle the sentences you hear.

1. a. I have a cold.
   b. I have a fever.
   [✓ c.] I have a sore throat.

2. a. I have a stomachache.
   b. I have a fever.
   c. I have a headache.

3. a. I have a headache.
   b. I have a cold.
   c. I have a sore throat.

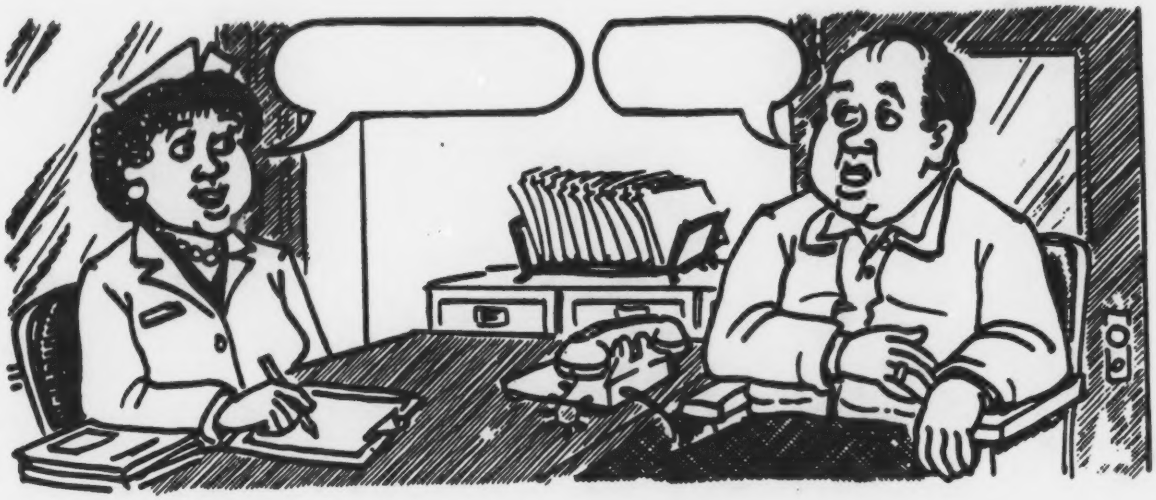
4. a. I have a backache.
   b. I have an earache
   c. I have a headache.

5. a. I have a sore throat.
   b. I have a backache.
   c. I have a headache.

6. a. I have an earache.
   b. I have a backache.
   c. I have a stomachache.

ROLE PLAY

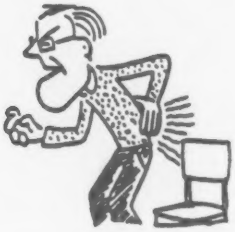
Look at the picture below. What's happening here?



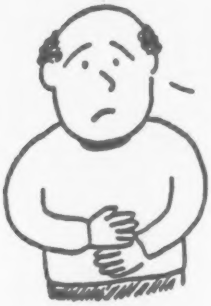
Let's write a dialogue together about the picture above.

Practice with a partner the dialogue you just wrote. Use pictures below for your practice.

1.



2.



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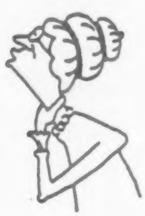

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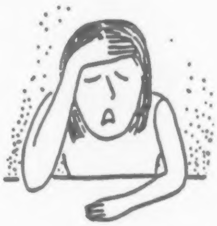

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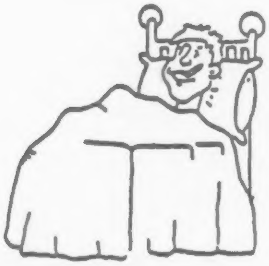


UNIT 2: ANSWERING THE TELEPHONE

Useful Expressions:

May I speak to Bob?

Bob is not here right now.

Could you call back later?

Please wait a minute.

Please hold.

Just a moment, please.

DIALOGUES

Dialogue 1: Please wait a minute.

Ling: Good morning, Momentum.

Mr. Lee: Hello. May I speak to Liangkie?

Ling: Sure. **Please wait a minute**... LIANGKIE!

Dialogue 2: Could you call back later?

Pei Juan: Good afternoon, Momentum.

Ms. Sanders: Hello. May I speak to Bob?

Pei Juan: I'm sorry. **Bob is not here right now.** **Could you call back later?**

Ms. Sanders: Sure. When?

Pei Juan: In about 15 minutes.

Ms. Sanders: OK. Thank you.

LISTENING

Listen to the dialogues and circle the sentences you hear.

1. a. Hello, Macy's.
   [✓ b.] Hello, Momentum.
   c. Hello, Emporium.

---

2. a. May I speak to Bob?
   b. May I speak to Ling?
   c. May I speak to Liangkie?

---

3. a. Bob is not here right now.
   b. Jerry is not here right now.
   c. Liangkie is not here right now.

---

4. a. Could you call back tomorrow?
   b. Could you call back Friday?
   c. Could you call later?

---

5. a. Please call back in about 10 minutes.
   b. Please call back in about 15 minutes.
   c. Please call back in about 30 minutes.

SCRAMBLED SENTENCES

Words in the sentences below are out of order. Put them in the correct order.

1. Momentum. Good speaking. afternoon, Ling

   Good afternoon, Momentum. Ling speaking.

2. speak May Bob? to I

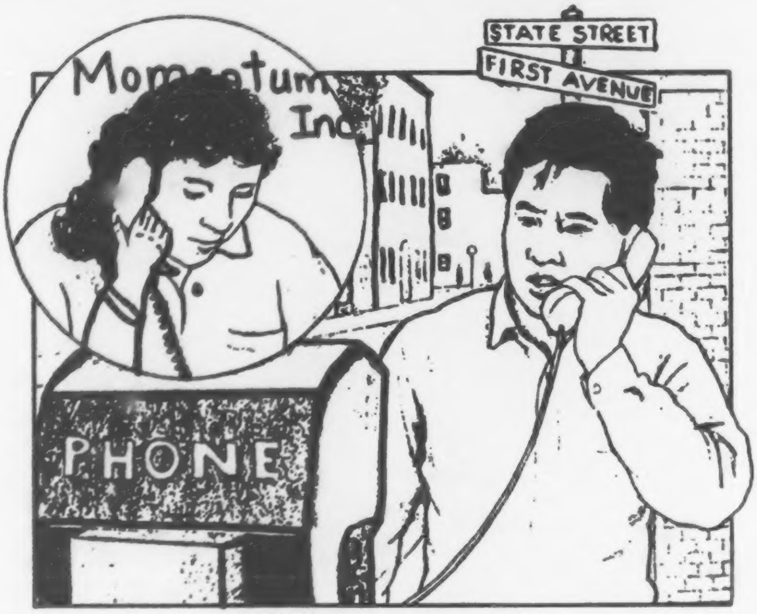
3. moment, please. a Just

4. call later? you Could back

5. back Please in 15 minutes. call about

ROLE PLAY

Look at the picture below. What's happening here?



Let's write a dialogue together for the picture above.

____

____

____

____

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____

Practice with a partner the dialogue you just wrote. Use the time suggestions below for your practice.

1. In about 15 minutes.

2. In about 30 minutes.

3. In about 20 minutes.

4. In the afternoon.

5. Tomorrow morning around 9:00.

6. On Monday.

UNIT 3: CALLING IN SICK

Useful Expressions:

I can't come to work today.

Can you come tomorrow?

Can you call again tomorrow?

I'm sorry to hear that.

Yes, I think so.

Maybe, I don't know.

Take care!

I hope you feel better soon.

DIALOGUES

Dialogue 1: May I speak to Bob?

Lan: Hello, Momentum.

Jerry: Hello, **may I speak to Bob?**

Lan: Sure. Just a moment, please... BOB!

Dialogue 2: I can't come to work today.

Bob: Hello. Bob speaking.

Jerry: Hello, Bob. This is Jerry. **I can't come to work today.**

Bob: What's the matter?

Jerry: I hurt my foot.

Bob: I'm sorry to hear that. Can you come tomorrow?

Jerry: Maybe, I don't know.

Bob: Can you call again tomorrow?

Jerry: Sure.

Bob: Take care! I hope you feel better soon.

LISTENING

Ex.1 - Listen to the sentences and circle what you hear.

1. a. Hello, Ling speaking.
   [✓ b.] Hello, Momentum.
   c. Hello. This is Ling.

2. a. May I speak to Ling?
   b. May I speak to Bob?
   c. May I speak to Liangkie?

3. a. I can't come to class today.
   b. I can't come home today.
   c. I can't come to work today.

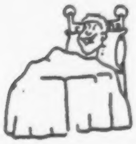
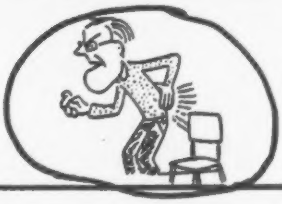
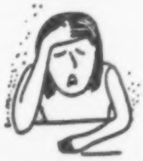
4. a. What's the matter?
   b. What's the problem?
   c. What's wrong?

5. a. Can you come today?
   b. Can you come tomorrow?
   c. Can you come on Friday?

6. a. See you tomorrow.
   b. Take care.
   c. Good luck.

Ex. 2 - Listen to the dialogues and circle the problem you hear.

1.

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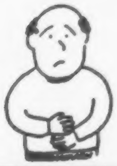
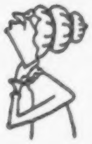
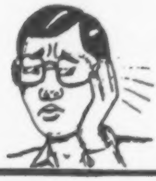
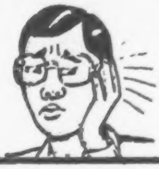
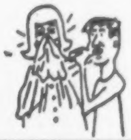
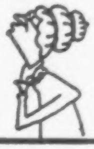




3.

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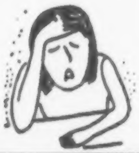
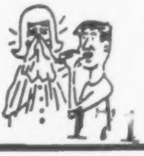
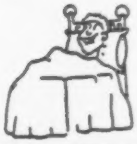




SCRAMBLED SENTENCES

Words in the sentences below are out of order. Put them in the correct order.

1. call Can tomorrow? you again

   Can you call again tomorrow?

2. tomorrow? come Can you

3. can't today. to I come work

4. flu. I the have

5. matter? the What's

6. don't Maybe, know I

7. is This Hello. Bob.

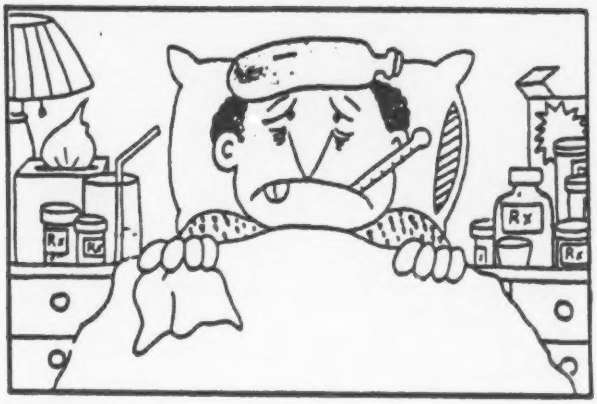
SPEAKING

Make a dialogue with the sentences above. Practice the dialogue with a partner.

A: Hello. This is Bob.

B: Hello, Bob. This is Lan.

JAZZ CHANT

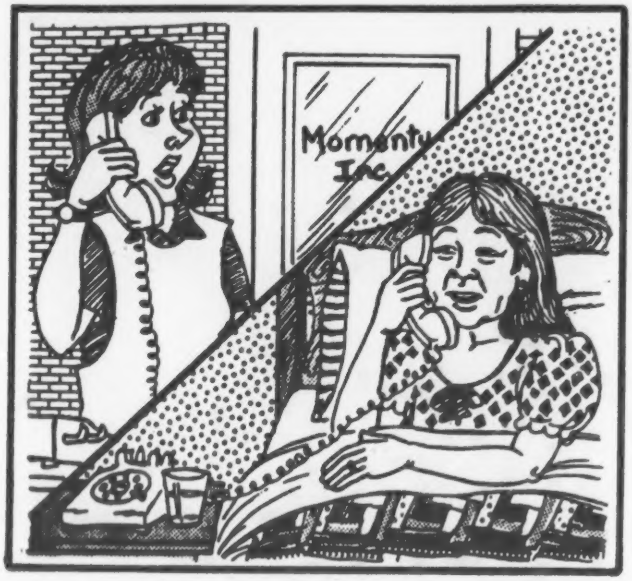


I Can't Come To Work Today!

I can't come to work today!
I'm sick.   I'm sick.
Oh no!   What's wrong?
I have a headache, a sore throat,
a fever and the chills.
I think I have the flu!
The flu.   The flu.
I think I have the flu!
Can you come tomorrow?
Maybe. I don't know.
Alright. Take care.
Get well soon!

ROLE PLAY

Look at the picture below. What's happening here?

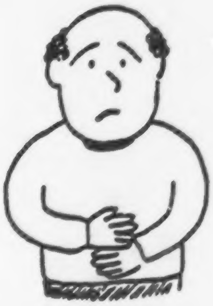


Let's write a dialogue together about the picture above.

BEST COPY AVAILABLE

Practice with a partner the dialogue you just wrote. Use the pictures below for your practice.

1.



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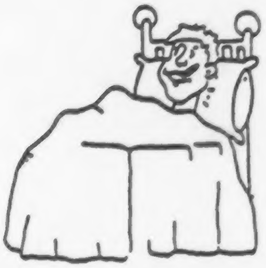

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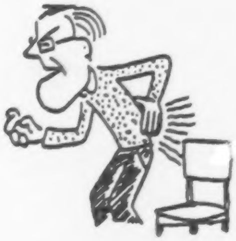

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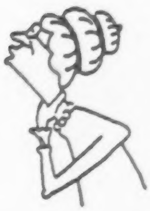
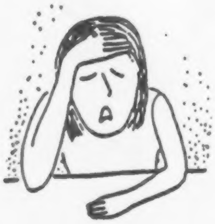


and



UNIT 4: CAN YOU SEW?

READING

Mimi works at Momentum.

She is a good seamstress.

She can sew.

She can make samples too.

She is a good worker.

Answer the questions below.

1. Where does Mimi work?

____

2. Why is Mimi a good worker?

____

DIALOGUES

Dialogue 1: Yes, I can.

Ling: Can you cook, Pennie?

Pennie: **Yes, I can.**

I can cook very well.

Dialogue 2: No, I can't.

Ling: Can you sew, Pennie?

Pennie: **No, I can't.**

I can't sew at all.

BEST COPY AVAILABLE

WRITING

Write answers (Yes, I can. / No, I can't.) to the following questions about yourself.

1. Can you speak Chinese?	
2. Can you speak English?	
3. Can you sew?	
4. Can you cut patterns?	
5. Can you make samples?	
6. Can you fix a sewing machine?	
7. Can you come to work tomorrow?	
8. Can you come to class on Monday?	
9. Can you please open the door?	
10. Can you please close the window?	

SPEAKING

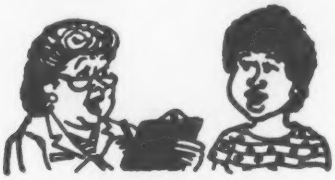
Work with a partner. Ask your partner the above questions.

Example: A: Can you speak English?

B: Yes, I can. I can speak a little.

A: Can you sew?

B: No, I can't. I can't sew at all.



LISTENING

Ex. 1 - Listen to the sentences and circle what you hear.

1. can [✓ can't]

2. can can't

3. can can't

4. can can't

5. can can't

6. can can't

Ex. 2 - Listen to the dialogues and circle what you hear.

1. a. can sew
   b. can't see
   [✓ c.] can't sew

2. a. can make samples
   b. can cut patterns
   c. can't fix a sewing machine

3. a. can fix a sewing machine
   b. can't fix the window
   c. can't open the window

4. a. can't come to class today
   b. can't come to work today
   c. can come to work on Monday

SPEAKING

Interview 3 people in class. Ask them the "Can you....?" questions below. Write down their answers.

Example:
1. (you ask) Can you sew?
2. (you hear) Yes, I can.
3. (you write) "Yes" in box below

	Teacher	Student 1	Student 2
1. sew?	No.		
2. speak English?	Yes.		
3. come to work tomorrow?			
4. speak Chinese?			
5. fix a sewing machine?			
6. cut patterns?			
7. make samples?			
8. work on Saturday?			
9. cook?			
10. drive?			

JAZZ CHANT

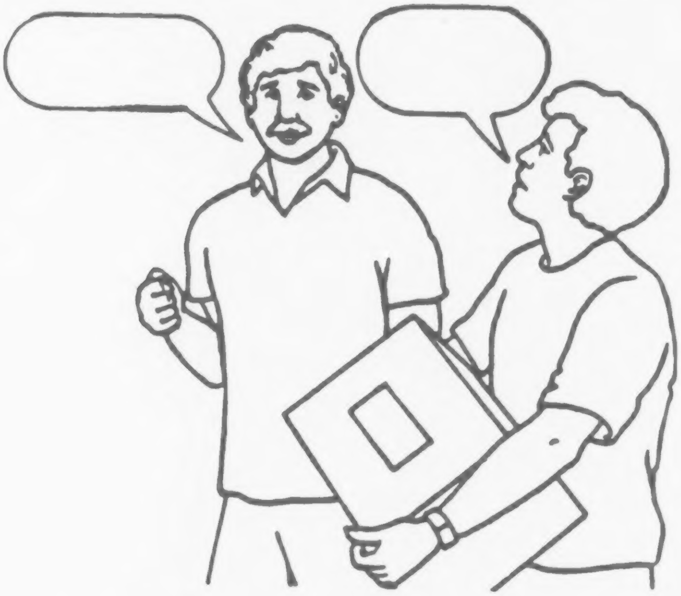
I CAN'T FIX THIS!

I can't fix this!
Yes, you can. Yes, you can.
I can't fix this!
Yes, you can. Try again.
Can you help me?
Can you show me?
Can you teach me?
Of course. Of course.
Of course, I can.

BEST COPY AVAILABLE

ROLE PLAY

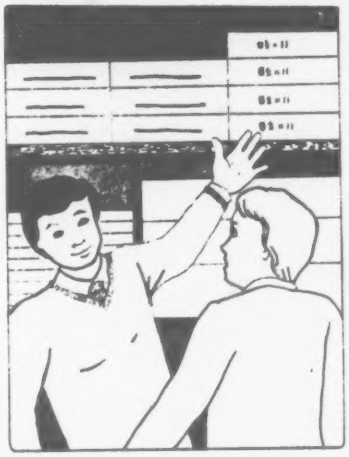
Look at the picture below. What's happening here?



Let's write a dialogue together about the picture above.

Practice with a partner the dialogue you just wrote. Use the pictures below for your practice.

1.



reach it

2.

open this jar

3.

read this note

4.

fill out this form

5.

fix this part

6.

change the zipper foot

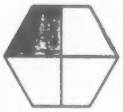
UNIT 5: BEGINNING MEASUREMENTS

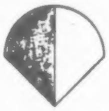
Vocabulary:

measurements
fractions
mixed numbers
arrange
the smallest
the largest

THE MEANING OF FRACTIONS

The whole objects below are divided into equal parts. Write the fraction that represents the shaded part of each drawing. When you finish, say the fractions after your teacher.

1.

shaded part → 1
total equal parts → 4

2.

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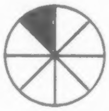
3.

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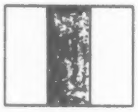
4.

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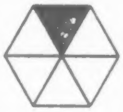
5.

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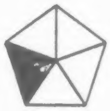
6.

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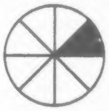
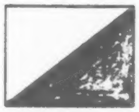
7.

$\frac{1}{8}$

8.

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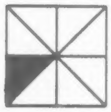
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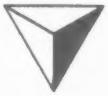
10.

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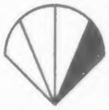
11.

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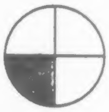
12.

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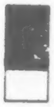
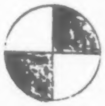
A

$\frac{2}{3}$

B

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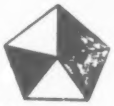
C

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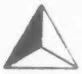
D

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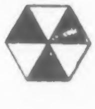
E

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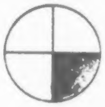
F

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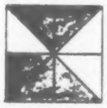
G

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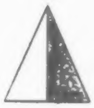
H

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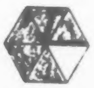
I

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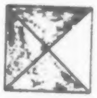
J

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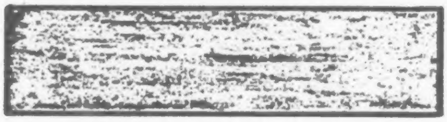
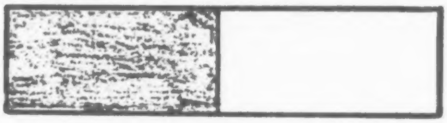
Draw and shade each of the fractions below.

1. 1



2. 1/2



3. 1/4

4. 1/8

5. 1/16

6. 3/8

7. 1/3

8. Arrange the fractions above in order from smallest to largest.

_____ _____ _____ _____ _____ _____ _____

smallest largest

LISTENING

Ex. 1 - Listen and circle the fractions you hear. Then say the fractions.

1. [✓ 1/2] 1/4 2/3
2. 5/7 2/3 1/4
3. 1/3 3/4 2/3
4. 1/16 1/6 5/6
5. 3/8 1/8 7/8
6. 3/4 1/4 1/2

Ex. 2 - Listen to the sentences and circle the fractions you hear. Then say the fractions.

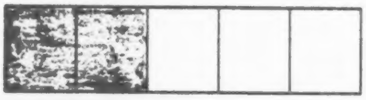
1. 1/8 [✓ 3/8] 7/8 5/8
2. 3/4 4/5 2/3 1/4
3. 1/4 1/2 1/3 1/8
4. 1/2 2/3 4/5 7/8
5. 7/8 1/4 2/3 1/2

Ex. 3 - Listen to the sentences and write the fractions you hear.

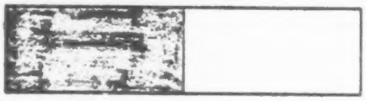
1. $\frac{1}{4}$
2. ________
3. ________
4. ________
5. ________
6. ________

Shade and Compare

1. $\frac{2}{5}$



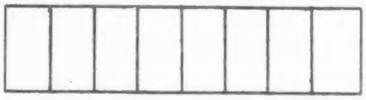
2. $\frac{1}{2}$



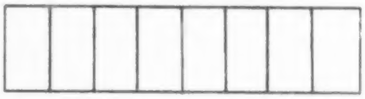
3. Larger fraction ______

4. Smaller fraction ______

5. Shade $\frac{1}{8}$



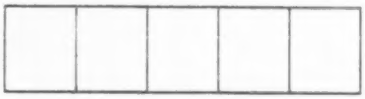
6. Shade $\frac{3}{8}$



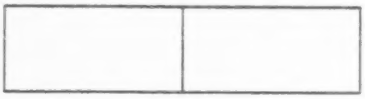
7. Larger fraction ______

8. Smaller fraction ______

9. Shade $\frac{4}{5}$



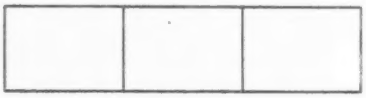
10. Shade $\frac{1}{2}$



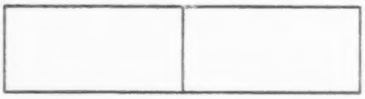
11. Larger fraction ______

12. Smaller fraction ______

13. Shade $\frac{1}{3}$



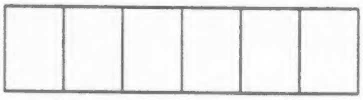
14. Shade $\frac{1}{2}$



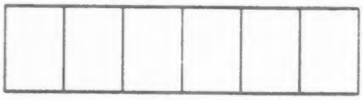
15. Larger fraction ______

16. Smaller fraction ______

17. Shade $\frac{5}{6}$



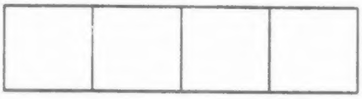
18. Shade $\frac{4}{6}$



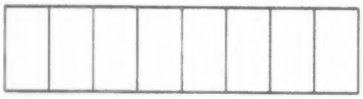
19. Larger fraction ______

20. Smaller fraction ______

21. Shade $\frac{3}{4}$

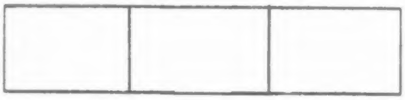


22. Shade $\frac{6}{8}$

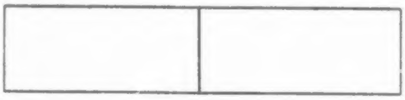


23. What do you notice about these two fractions? ____________________

24. Shade $\frac{2}{3}$



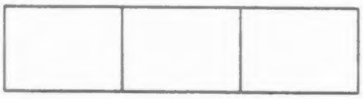
25. Shade $\frac{1}{2}$



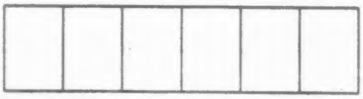
26. Larger fraction ______

27. Smaller fraction ______

28. Shade $\frac{2}{3}$



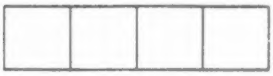
29. Shade $\frac{5}{6}$

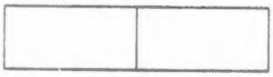
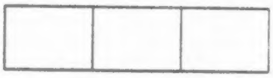


30. Larger fraction ______

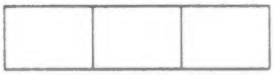
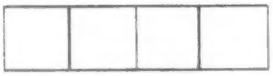
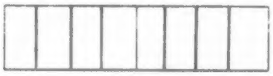
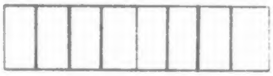
31. Smaller fraction ______

COMPARING AND ORDERING FRACTIONS



1. Shade $\frac{1}{4}$ 2. Shade $\frac{1}{8}$ 3. Shade $\frac{1}{2}$ 4. Shade $\frac{1}{3}$

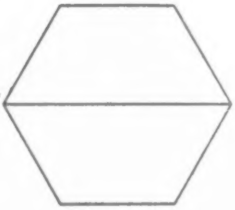
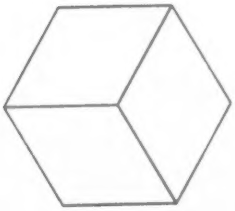
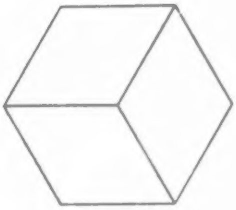





5. Shade $\frac{2}{3}$ 6. Shade $\frac{3}{4}$ 7. Shade $\frac{3}{8}$ 8. Shade $\frac{7}{8}$

Compare the size of the shaded parts in each drawing. Arrange the fractions above in order from smallest to largest.

9. ____ ____ ____ ____ ____ ____ ____ ____

smallest largest

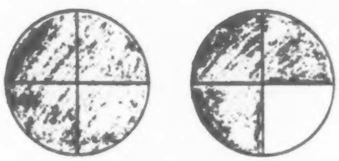
10. Shade $\frac{1}{2}$ 11. Shade $\frac{2}{3}$ 12. Shade $\frac{1}{3}$

Compare the size of the shaded parts in each drawing. Arrange the fractions above in order from smallest to largest.

13. ____ ____ ____

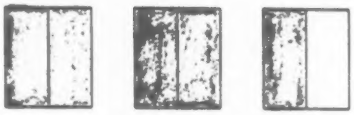
smallest largest

MIXED NUMBERS



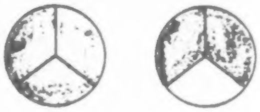
$$1 + \frac{3}{4} = 1\frac{3}{4}$$

1.



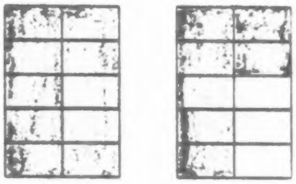
$1 + 1 + \frac{1}{2} =$ $2\frac{1}{2}$

2.



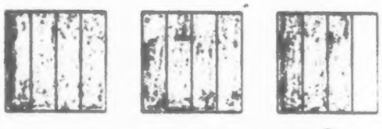
$1 + \frac{2}{3} =$ ______

3.



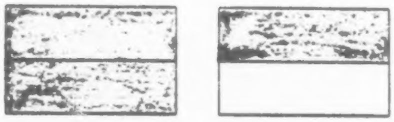
$1 + \frac{7}{10} =$ ______

4.



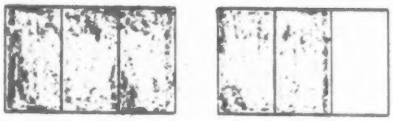
$1 + 1 + \frac{3}{4} =$ ______

5.



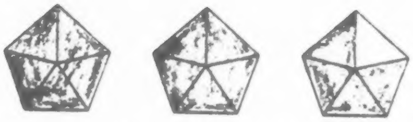
____ + ____ = ______

6.



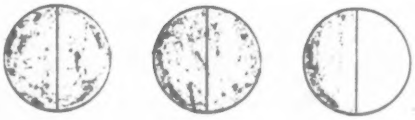
____ + ____ = ______

7.



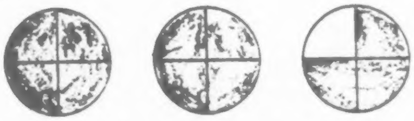
____ + ____ + ____ = ______

8.



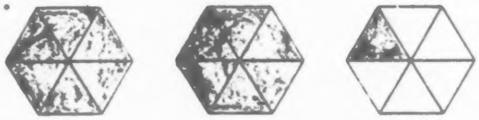
____ + ____ + ____ = ______

9.



____ + ____ + ____ = ______

10.



____ + ____ + ____ = ______

LISTENING

Ex. 1 - Listen and circle the mixed numbers you hear.
Then say the mixed numbers.

1. 1⅓ [✓ 1½] 1⅜
2. 2¾ 3⅛ 2⅜
3. 4⅝ 2⅝ 5⅛
4. 5⅝ 7⅝ 6⅛
5. 3⅛ 1⅛ 2⅜
6. 1⅝ 2⅛ 2⅜

Ex. 2 - Listen to the sentences and circle the mixed numbers you hear.

1. 2¾ 3⅜ [✓ 3⅛] 2⅜
2. 7⅝ 8⅛ 1⅞ 7⅞
3. 8¾ 4⅛ 5¼ 8⅜
4. 4⅞ 2¾ 4⅛ 3⅜
5. 3⅝ 2⅜ 2⅞ 4⅛

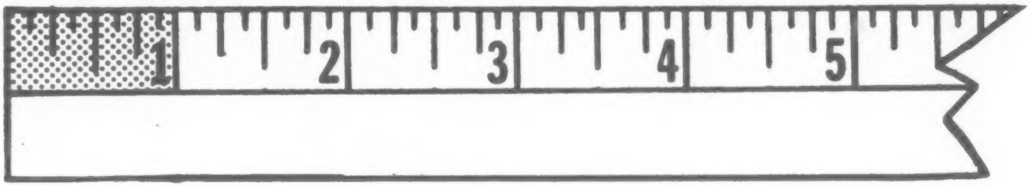
Ex. 3 - Listen to the sentences and write the mixed numbers you hear.

1. 2¼
2. ______
3. ______
4. ______
5. ______
6. ______

UNIT 6: MEASURING THINGS WITH A RULER OR MEASURING TAPE

Vocabulary:

yard/yards	foot/feet	inch/inches
ruler	width	length
measuring tape	wide	long



Getting Ready

Use the measuring tapes, scissors and ribbons on the table.
Cut:

1. a **yard** of ribbon
2. a **foot** of ribbon
3. an **inch** of ribbon

Arrange the measured ribbons in order.

____________	____________	____________
shortest		longest

Match singular and plural forms.

yard	feet
inch	yards
foot	inches

Write the short forms of the words.

1. yard yd.

2. foot ______ ______

3. inch ______ "

LISTENING

Ex. 1 - Listen and circle the measurements you hear. Then say the measurements.

1. 2 yds. [✓ 2′] 2"

2. 4" 4′ 4 yds.

3. 5′ 5 yds. 5"

4. 7" 7′ 7 yds.

5. 9 yds. 9" 9′

6. 1′ 1 yd. 1"

Ex. 2 - Listen to the sentences and circle the measurement you hear. Then say the measurements.

1. [✓ 3 yds.] 3" 3′

2. 1′ 2" 2′

3. 3" 3 yds. 3′

4. 4" 4′ 4 yds.

5. 1 yd. 1" 1′

Ex. 3 - Listen to the sentences and write the measurements you hear.

1. 2 yds.

2. ______

3. ______

4. ______

5. ______

6. ______

LISTENING

Ex. 1 - Listen and circle the measurements you hear. Then say the measurements.

1.	2½"	2½ '	[✓ 1¼ "]
2.	3⅛ '	3¾'	3⅜ "
3.	4⅜ "	3⅜ yds.	8⅛ '
4.	8⅛ '	8⅜ yds.	8 "
5.	5 yds.	4 yds.	6 yds.
6.	7⅜ '	7⅜ "	7⅛ yds.

Ex. 2 - Listen to the sentences and write the measurements you hear. Then say the measurements.

1.	4 yds.	[✓ 4½ "]	4½ yds.
2.	2¼yds.	2⅜ '	2 yds.
3.	7⅛ '	7 yds.	7⅔ "
4.	3⅜ '	3⅛ '	3⅜ yds.
5.	2 yds.	3 "	4 '

Ex. 3 - Listen to the sentences and write the measurements you hear.

1. 4¾ "
2. ________
3. ________
4. ________
5. ________
6. ________

DIALOGUE

Clerk: Good afternoon. May I help you?

Lan: Yes. I need 2½yards of this material.

Clerk: What did you say?

Lan: I need 2½yards of this material.

Clerk: Sure.

Here you go. Please pay over there.

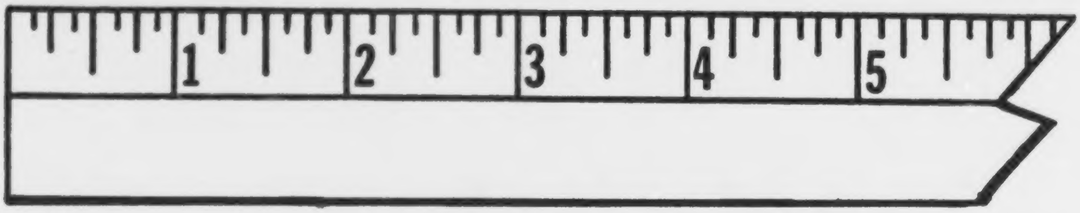
Lan: Thank you.

PAIR PRACTICE

Practice the dialogue above with a partner. Use the measurements below in your practice.

1. 4½ yards
2. 7¾ yards
3. 6⅔ yards
4. 5¼ yards
5. 2⅓ yards

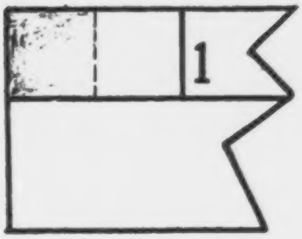
MEASURING WITH A RULER



Pick up a ruler from the table. Find the following measurements:

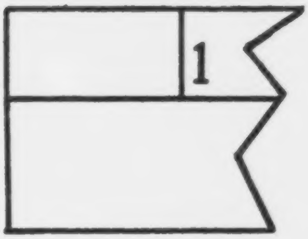
1. 1 "
2. 2 "
3. 5 "
4. 7 "
4. 10 "
5. 12 "

1.



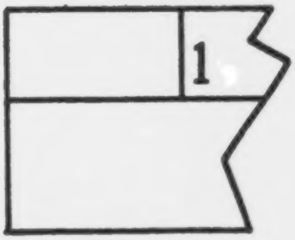
shade ½ "

2.



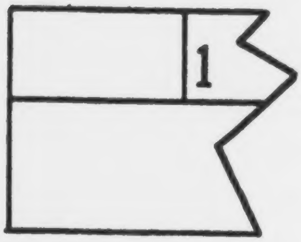
shade ¾"

3.



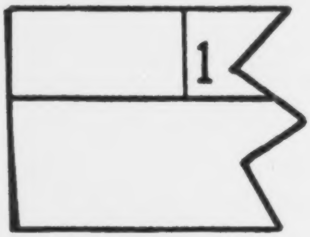
shade ¼"

4.



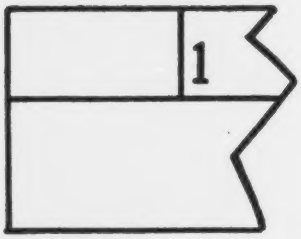
shade 1 "

5.



shade ⅝ "

6.



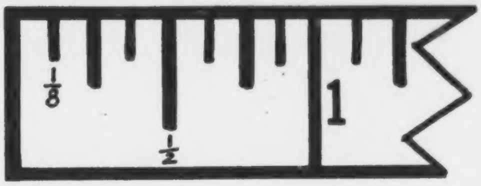
shade ⅛ "

7. Arrange the measurements in order from smallest to largest.

________ ________ ________ ________ ________ ________

smallest largest

Write the fraction of each mark on the ruler below.

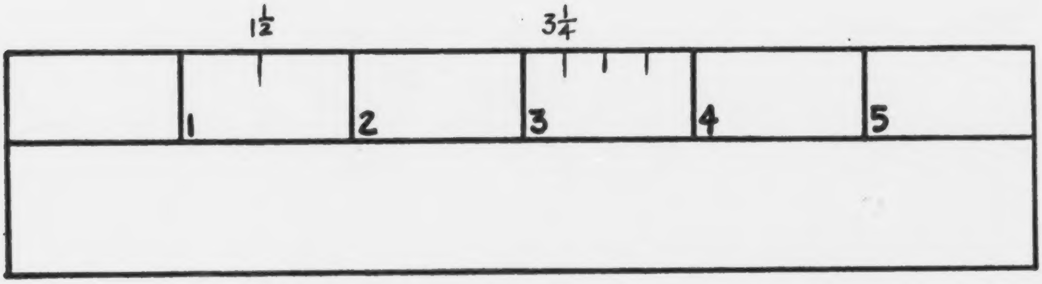


LISTENING

Ex. 1 - Listen to the sentences and circle the measurement you hear. Then say the measurements.

1. [✓ 2½"] 2⅓" 2"
2. 3" 3½" 3⅛"
3. 7⅛" 1⅞" 7⅜"
4. ½" 2" 1"
5. 3⅛" 1⅜" 8⅓"
6. 4¾" 4½" 4¼"

Ex. 2 - Listen to the measurements and mark on the ruler.



Take a ruler and measure the lines below. How long are they?

Answers

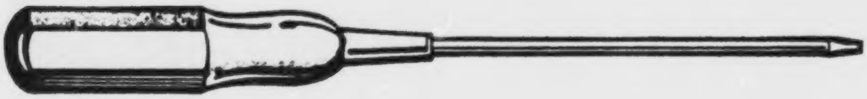
1. 1½"
2. ______
3. ______
4. ______
5. ______
6. ______

Take a ruler and draw a line for each of the measurements below. Start from the dot.

1. 3"
2. 5"
3. 3½"
4. 2¼"
5. 4⅕"
6. 3⅝ "
7. 1⅛ "

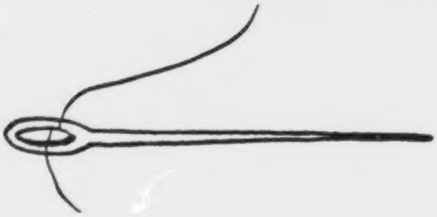
Measure the items below with a ruler.

1.



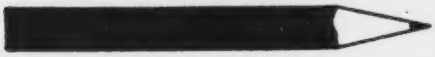
What is it? a screwdriver How long is it? 5"

2.



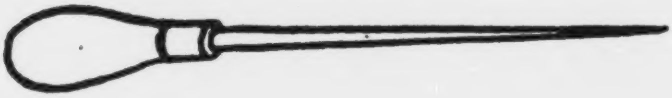
What is it? ____________ How long is it? ______

3.



What is it? ____________ How long is it? ______

4.



What is it? ____________ How long is it? ______

5.

What is it? ____________ How long is it? ______

MOMENTUM, INC.

Module 3

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: I HOPE YOU FEEL BETTER SOON!

WRITING-Page 2

1. a backache
2. a fever
3. a sore throat
4. a cold
5. an earache
6. a headache
7. a stomachache

LISTENING-Page 3

Exercise 1

1. A: Hi, how are you today?
   B: Not very well. My husband and I are sick.
   A: What's the matter?
   B: We have a cold.
   A: I hope you both feel better soon.

2. A: Good morning, how are you?
   B: Not too well. I have a big headache.
   A: I'm sorry to hear that. I hope you feel better soon.

3. A: Hello, Lan. How are you this morning?
   B: Not very well. I don't feel well.
   A: What's the matter?
   B: I have a sore throat.
   A: I'm sorry to hear that. Don't work so hard. Get some rest.

4. A: Hi, Liangkie. How are you today?
   B: Terrible.
   A: What's the matter?
   B: I have an earache. I need to see a doctor.
   A: I'm sorry to hear that. I hope you feel better soon.

Exercise 2

1. A: Hello, Ling. How are you doing today?
   B: Not so well. I think I'm sick.
   A: What's the matter?
   B: I have a sore throat.
   A: Take it easy. Don't work so hard. Get some rest.

2. A: Hi, Bob. How are you doing?
   B: Not well. I have a fever.
   A: Oh, no! I hope you feel better soon. Get some rest. Don't work so hard.
   B: Yes, I know. Thanks!

3. A: Good morning, Jerry. How are you doing today?
   B: Not so well. I have a big headache.
   A: You work too hard. Get some rest. I hope you feel better soon.
   B: I know. Thanks!

4. A: Hi, Mimi. How are you today?
   B: Terrible. I have a backache. It hurts!
   A: Why are you here? Go home. Get some rest.
   B: I have too much work here.
   A: Mimi, work is never done. Go home. Get some rest.

5. A: Pei Juan, how are you doing today?
   B: Terrible. I have a sore throat. It hurts!
   A: I'm sorry to hear that. I hope you feel better soon.
   B: Thanks.

6. A: Hello, Gong. How are you doing today?
   B: Not very well right now. I have a stomachache.
   A: Oh, Gong. Go see a doctor. I'll drive you.
   B: Oh, no. Thank you. I'm okay.
   A: Are you sure?
   B: Yes. Can I go home? I just need some rest.
   A: Go. Call me tomorrow. I hope you feel better soon.
   B: Alright. Thanks.

UNIT 2: ANSWERING THE TELEPHONE

LISTENING-Page 7

1. A: Hello, Momentum. Ling speaking.
   B: Hello. Liangkie, please.

2. A: Good afternoon, Momentum. Lan speaking.
   B: Yes. May I speak to Bob?
   A: Sure. Just a moment, please. BOB!

3. A: Good morning, Momentum. Martha speaking.
   B: Good morning. May I speak to Jerry, please?
   A: I'm sorry. Jerry is not here right now.
   B: Oh...

4. A: Hello, Momentum. Bob speaking.
   B: Good afternoon. May I speak to Ling?
   A: I'm sorry. Ling is not here right now.
   Could you call back later?
   B: Alright. I'll do that.

5. A: Good morning, Momentum. Mimi speaking.
   B: Good morning. May I speak to Bob, please?
   A: I'm sorry. Bob is not here right now.
   Could you call back later?
   B: Okay. When's a good time?
   A: Please call back in about 15 minutes.
   B: Alright. I'll do that.

SCRAMMBLED SENTENCES-Page 7

Put the words in each sentence in the correct order.

1. Good morning, Momentum. Ling speaking.
2. May I speak to Bob?
3. Just a moment, please.
4. Could you call back later?
5. Please call back in about 15 minutes.

UNIT 3: CALLING IN SICK

LISTENING-Page 11

Exercise 1

1. b. Hello, Momentum.
2. a. May I speak to Ling?
3. c. I can't come to work today.
4. a. What's the matter?
5. b. Can you come tomorrow?
6. b. Take care.

Exercise 2

1. A: Hello, Bob speaking.
   B: Hello, Bob. This is Gong. I can't come to work today.
   A: Oh, no! What's the matter?
   B: I have a terrible backache.
   A: I'm sorry to hear that. Can you come tomorrow?
   B: Maybe, I don't know.
   A: Alright. Call me again tomorrow.
   B: Okay.
   A: Take care! I hope you feel better soon.

2. A: Hello, this is Ling.
   B: Hi, Ling. This is Liangkie. I can't come in today.
   A: Why? What's wrong?
   B: I have a bad stomachache.
   A: Oh, no! I'm sorry to hear that. Don't worry.
   Bob is here.
   B: Oh, alright.
   A: Relax. Take it easy. See you tomorrow.

3. A: Hello, Momentum. Sheng Min speaking.
   B: Sheng Min, this is Ling. Is Liangkie there?
   A: Yes. Please wait a minute...LIANGKIE!

C: Hello, this is Liangkie.
B: Hello, Liangkie. This is Guo. I can't come to work today.
C: Why? What's the matter?
B: I have a terrible cold.
C: Can you come to work tomorrow?
B: Maybe, I don't know.
C: Can you call again tomorrow?
B: Sure. I'll do that.
C: Thanks. Take it easy. Go to bed. I hope you feel better soon.

4. A: Hello, Momentum. Bob speaking.
B: Hi, Bob. This is Ling. (speech is tired and slow)
A: Oh, boy! What's wrong?
B: Bob, I can't come to work today. I have a fever.
A: A fever? I'm sorry to hear that. Can you come in tomorrow?
B: I don't think so.
A: Alright. Take it easy. Call me again tomorrow.
B: I'll do that.
A: I hope you feel better soon.

SCRAMMBLED SENTENCES

Put the words in each sentence in the correct order.

1. Can you call again tomorrow?
2. Can you come tomorrow?
3. I can't come to work today.
4. I have the flu.
5. What's the matter?
6. Maybe, I don't know.
7. Hello. This is Bob.

SPEAKING

Put the sentences in order to make a dialogue.

A: Hello. This is Bob.
B: Hello. This is Martha. I can't come to work today.
A: What's the matter?
B: I have the flu.
A: Oh, no! Can you come tomorrow?
B: Maybe, I don't know.
A: Can you call again tomorrow?
B: Sure. I'll do that.
A: Take care. I hope you feel better soon.

UNIT 4: CAN YOU SEW?

LISTENING-Page 18

Exercise 1

1. I can't speak Cantonese at all.
2. I can cook very well.
3. I can fix a sewing machine.
4. I can't come to work tomorrow.
5. I can't open the door.
6. I can speak English very well.

Exercise 2

1. A: Pennie, can you sew?
   B: No, I can't. I can't sew at all.
   Can you teach me?
   A: Sure. Anytime.

2. A: Mimi can make samples.
   B: I know. She's a good sample maker.

3. A: Jerry, can you open the window? It's hot in here.
   B: Okay.....Hey, I can't open the window. It's jammed.
   A: Tell Liangkie to fix it.

4. A: Pennie, I can't come to class today.
   B: Why? What's the problem?
   A: I'm sick.
   B: Oh, no. What's the matter?
   A: I have a headache.
   B: I'm sorry to hear that. I hope you feel better soon.

UNIT 5: BEGINNING MEASUREMENTS

THE MEANING OF FRACTIONS-Page 23

1. 1/4 2. 1/2 3. 1/8 4. 1/3 5. 1/6 6. 1/5

7. 1/8 8. 1/2 9. 1/8 10. 1/3 11. 1/4 12. 1/4

A. 2/3 B. 2/4 C. 3/5 D. 1/3 E. 3/6 F. 1/4

G. 5/8 H. 1/2 I. 5/6 J. 3/4

FRACTIONS-Page 24

8. Arrange the fractions in order from smallest to largest.

   1/16, 1/8, 1/4, 1/3, 3/8, 1/2, 1

LISTENING-Page 25

Exercise 1

1. 1/2 2. 1/4 3. 1/3 4. 1/16 5. 7/8 6. 3/4

Exercise 2

1. The seam is 3/8 of an inch.
2. Give me 1/4 yard of thread.
3. I said It's a 1/2 inch here.
4. The seam is 7/8 of an inch.
5. Give me 1/4 yard of blue ribbon.

Exercise 3

1. She is 1/4 Chinese.
2. Give me 1/2 an orange.
3. I ate 1/3 of a pie.
4. He is 1/2 Japanese.
5. Sew 1/8 of an inch here.
6. I need 3/4 yard of red ribbon.

SHADE AND COMPARE-Page 26

3. 1/2
4. 2/5
7. 3/8
8. 1/8
11. 4/5
12. 1/2
15. 1/2
16. 1/3
19. 5/6
20. 4/6

22. They are the same.

26. 2/3
27. 1/2
30. 5/6
31. 2/3

COMPARING AND ORDERING FRACTIONS-Page 27

9. Arrange the fractions from smallest to largest.

   1/8, 1/4, 1/3, 3/8, 1/2, 2/3, 3/4, 7/8

13. Arrange the fractions from smallest to largest.

   1/3, 1/2, 2/3

MIXED NUMBERS-Page 28

1. 2 1/2   2. 1 2/3   3. 1 7/10   4. 2 3/4   5. 1+1/2=1 1/2

6. 1+2/3= 1 2/3   7. 2+4/5= 2 4/5   8. 2+1/2= 2 1/2

9. 2+3/4= 2 3/4   10. 2+1/6= 2 1/6

LISTENING-Page 29

Exercise 1

1. 1 1/2   2. 2 3/4   3. 5 1/8   4. 7 3/8   5. 3 1/3   6. 2 3/8

Exercise 2

1. I need 3 1/3 yards of this material.
2. Please give me 8 1/8 yards of this ribbon.
3. Take 5 1/4 yards of that material overthere.
4. Sew 3 3/4 inches here.
5. Buy 2 7/8 yards of yellow ribbons.

Exercise 3

1. Please give me 2 1/4 yards of brown thread.
2. I need 5 1/4 yards of purple material.
3. Sew 2 1/8 inches here.
4. May I borrow a 7 1/2 inch zipper from you?
5. Could you give me 3 1/3 yards of this material?
6. The seam is 1 7/8 inches.

UNIT 6: MEASURING THINGS WITH A RULER OR MEASURING TAPE

GETTING READY-Page 30

Arrange the measured ribbons in order from shortest to longest.

inch foot yard

Match singular and plural forms.

yard - yards
inch - inches
foot - feet

Write the short forms of the words.

1. yard	yd.	
2. foot	ft.	′
3. inch	in.	"

LISTENING-Page 31

Exercise 1

1. 2′ 2. 4" 3. 5" 4. 7 yds. 5. 9′ 6. 1 yd.

Exercise 2

1. Give me 3 yds. of this material.

2. The seam is 2" here.

3. Could I borrow a 3′ yardstick from you?

4. I need 4" of black ribbon here.

5. Could you give me 1 yd. of thread?

Exercise 3

1. I need 2 yds of orange thread.

2. Buy 4′ of pink ribbon.

3. Could you give me a 5" zipper?

5. Get me a 6" screwdriver.

6. Please buy twenty 10" white zippers for me.

LISTENING-Page 32

Exercise 1

1. 1 1/4 "   2. 3 1/3'   3. 4 3/8"
4. 8 3/8 yds.   5. 6 yds.   6. 7 3/8"

Exercise 2

1. Use a 4 1/2" zipper here.
2. Could you buy 2 yds. of green ribbons for me?
3. I need 7 yds. of blue material.
4. Please give me 3 1/3' of yellow thread.
5. The seam is 3" here.

Exercise 3

1. Give me 4 3/4" black thread.
2. Use a 5 1/4" zipper here.
3. Could you go buy twenty 7 1/2 " zippers for me?
4. Please give me 10 1/2' of this ribbon.
5. How much is 5 1/4 yds. of this material?
6. How much is a 7 1/4" zipper here?

MEASURING WITH A RULER-Page 34

7. Arrange the measurements in order from smallest to largest.

   1/8", 1/4", 3/8", 1/2", 3/4", 1"

MEASURING WITH A RULER-Page 35

Write the fraction of each mark on the ruler.

1/8, 1/4, 3/8, 1/2, 5/8, 3/4, 7/8, 1

LISTENING-Page 35

Exercise 1

1. Sew 2 1/2" here.

2. The seam is 3 1/2" on this jacket.

3. I need a 7 3/8" zipper on this pair of pants.

4. Make a 2" seam here.

5. The seam is 1 3/8" on the top.

6. Could you give me the 4 3/4" zipper overthere?

Exercise 2

1. Mark 2 1/2" on the ruler.
2. Mark 1/4" on the ruler.
3. Mark 2 1/3" on the ruler.
4. Mark 1 7/8" on the ruler.
5. Mark 3 3/4" on the ruler.
6. Mark 4 1/8" on the ruler.
7. Mark 5 2/3" on the ruler.
8. Mark 4 1/2" on the ruler.
9. Mark 3 3/8" on the ruler.
10. Mark 5 1/8" on the ruler.

MEASURING WITH A RULER-Page 36

1. 1 1/2"
2. 2 1/4"
3. 1"
4. 3 1/8"
5. 2 3/4"
6. 1 7/8"

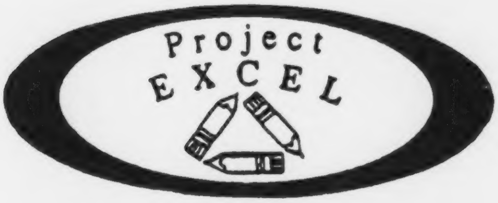
MEASURING WITH A RULER-Page 37

1.	a screwdriver	5"
2.	a needle	2 1/2"
3.	a pencil	2 1/2"
4.	a ripper	3 7/8"
5.	a pencil	4"

Momentum, Inc.

Module 4

Doing My Job



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LISTENING SCRIPT AND ANSWER KEY

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Momentum, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Momentum, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

MOMENTUM, INC.

Momentum, Inc. is an outerwear design development and engineering company. This is a new direction for the company since its inception in 1985.

Momentum, Inc. has changed from a manufacturing/contracting firm to a design/manufacturing firm. This business transformation requires greater worker involvement, and thus the need for improved communication and critical thinking skills.

As a manufacturing company prior to the transformation, workers at Momentum would mass produce garments, repeating the same sewing procedures. As a design engineering firm, workers at Momentum are asked to read complicated spec sheets and sewing instructions, and participate in small group meetings in order to determine the sewing procedure for each new design. Production is smaller-scaled and more multi-faceted. The most important aim for workplace literacy training to the Momentum management is for its workers to read and comprehend spec sheets and actively participate in the design and sewing process.

Curriculum Designed for Momentum, Inc.

The curriculum for Momentum, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Momentum, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Momentum, Inc. and received consistent feedback from the Momentum management and workers before the curriculum was finalized. The goals and objectives of each module are explained on the cover of the modules.

Project
EXCEL

August 1991 to September 1992

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TEACHING GUIDE

This module is specifically designed for limited English proficient adults who need to learn basic skills and language in order to function effectively at Momentum, Inc. At the beginning of the training program, the English proficiency level of the workers in this class ranged from literacy to ESL level 100. The students are from China and Hong Kong. Their native languages are Mandarin, Cantonese and two other Chinese dialects. While some students have never received formal education in their native countries and are therefore illiterate in their native languages, others have limited education (4 to 5 years) in their native countries. Some have never taken an English class in the United States while others have taken a semester or two of Adult Basic Education at a local adult learning center. Most of the worker students in this class have been exposed to three modules of general English and workplace specific curriculum already.

This text is a beginning, competency-based text that attempts to integrate coping skills and functional language with essential language forms, vocabulary, and cultural information needed for the American workplace.

There is a wide variety of activities within each unit to reinforce language use. Each unit affords practice in listening, speaking, and some reading and writing. Lessons are self-contained and lend themselves to a format in which one or two activities may be completed within a one-hour class period. Teachers may choose to expand, rearrange, or omit a particular activity when appropriate.

The information below highlights special features and activities included in the student workbook along with some suggestions on how to teach them. There are also additional suggestions to provide extended practice for students.

Visuals

Visuals are a vital part of teaching. Pictures, hand drawings, photographs and real objects add realism and relevance to the learner and enable students (especially beginning students) to attach immediate meaning to a situation. Every competency can be pre-taught by using visuals. They can be used to help introduce a context and generate key vocabulary. Flashcards are great tools to have for beginning classes. The teacher can create a set of flashcards for almost every competency introduced in this module. They can be used to introduce new words and lend themselves to quick, periodic review of key vocabulary and expressions.

Tape

All dialogues and listening activities are pre-recorded on tape. The tape gives students opportunities to hear different voices and speaking styles. It also affords consistent repetitious listening which is greatly needed in a beginning class.

Dialogues

Dialogues introduces the language in context and the competency. The dialogues are intentionally short, no more than five to six lines, to ensure easy listening and repetition. The following steps are recommended in the presentation of a dialogue:

1. Setting the Scene

Use visuals in the text to generate an impression of what the dialogue might be about and what language might be used. Teach core vocabulary and expressions so that students are prepared to comprehend the dialogue.

2. Listening to the Dialogue

Once the scene is set, the class listens to the dialogue on tape. The dialogue may be played several times for discussion of meaning and oral practice. The teacher can play the tape and stop at the end of a phrase or sentence for students to repeat after it. This way the teacher can check their listening and give them opportunities for oral practice.

3. Repetition of the Dialogue

Once students demonstrate an understanding of the dialogue, the teacher can model the dialogue for further repetition. First, the teacher repeats all the lines of the dialogue and the students repeat after her. Then the teacher takes one role, (A), and the students, (B). The roles are reversed for another round of practice. Next, the teacher divides the class in half. One half assumes one role, the other half, the other role. Finally, pairs of students practice the dialogue on their own while the teacher circulates to listen for problem areas, offering assistance as needed.

4. Drills

As the teacher is practicing the dialogue, it may become obvious that additional drilling of particular phrases needs to be introduced before the dialogue as a whole can be practiced. Aside from the repetition drill mentioned above, a teacher may need to introduce other mechanical drills such as chain, substitution, and transformation drills for further practice to make the new language natural. If students have difficulty repeating a phrase, a "backward buildup" may be used.

5. Further Practice

On subsequent days, further practice of the dialogue can be carried out in small groups or in pairs. The teacher can cut up the dialogue into strips. The students are to figure out the order of the strips and then practice the dialogue among themselves once they have the dialogue in front of them. Later, A and B strips may be assigned to each pair partner to make the oral practice more challenging. One partner gets the A strips and the other, B strips. They are reminded not to look at each other's lines. They must listen carefully to each other to proceed through the dialogue. This exercise allows for good listening, speaking and reading practice.

Another good tried and true exercise to do is a cloze exercise on the board. The teacher can write a dialogue on the board with randomly missing words. The lines of the dialogue are numbered for easy correction. Individual students are called to fill in the missing words on different lines. When done, the teacher goes over the grammar and the spelling. Next, the teacher can do a "disappearing board" activity. The dialogue is repeated several times, each time the teacher erases a few more words. This is done until the students can say the dialogue with very little or no written prompts. Finally, a few students may be called upon to act out the dialogue.

Listening Activities

Listening exercises are provided and recommended to check student comprehension of the material presented. Listen and circle activities are used to help guide students with their listening and make them accountable for their listening efforts. The teacher can play the tape several times. Once for the students to listen to and perform the task at hand and a second time to confirm their listening comprehension. The students can then switch papers to correct each other's answers. This allows for another opportunity to listen. When the class goes over the exercise together as a whole, the teacher should play the tape one more time for corrections. Because the students are at a beginning level, they usually do not mind repetitious listening. When the students are asked to correct each other's papers, it enhances their ability to self-monitor which is a good language learning skill to acquire at the earliest stages of second language acquisition.

Role plays

Role plays allow students to practice the language previously learned in a semi-real context communicatively. The students must bring to the exercise linguistic as well as sociolinguistic competence. Role plays are introduced at the end of a unit and is carried out in similar steps every time. Role play activities are recommended to be carried out in the following steps:

1. The teacher uses the picture in the text to set the scene and generate key vocabulary. Please refer to page 21 of the text.

2. Both the teacher and the students work together to generate a dialogue. The teacher should have a model dialogue in mind before she begins the dialogue solicitation process. The job of the teacher at the board is to prompt the students for a response. The teacher may also need to pantomime the scene for the students. For example:

   T: Mary and Susan are students. They are in the library. Mary finished her school work early. She is getting ready to go home. She picked up all her books and papers, but she forgot her pen. Susan sees the pen on the table. What should Susan do?

   S: Give pen back to Mary.
   T: But Susan is not sure the pen is Mary's.
   S: Susan need ask Mary.
   T: Right. What should she say to Mary?
   S: Mary, is this your pen?
   (Teacher writes on the board:
   Susan: Mary, is this your pen?)
   T: Now what should Mary say?
   S: Yes, it is.
   (Teacher writes on the board:
   Mary: Yes, it is.)

   The teacher and the students continue in the same manner until a complete four to five line dialogue is produced. The teacher then goes over to clean up the dialogue for proper structure and appropriateness. Allow time for the students to copy down the dialogue. Teacher and students then practice the dialogue together.

3. When the students are comfortable with the dialogue, the teacher refers to the following page of the role play for ways to change the dialogue. Content words are changed but the structure and format of the dialogue stay the same. Students practice the dialogue in pairs referring to the pictures or cues on the page. When the students are ready, several may be called to the front of the class to role play with the teacher. Eventually the teacher should be replaced by a student too.

4. To vary the dialogue, the teacher can introduce other ways to express the same idea of certain lines in the dialogue. For example:

Is this your pen?	Yes, it is.
↓	↓
Is this yours?	Oh, yes.
Thank you.	You're welcome.
↓	↓
Thanks a lot.	It's my pleasure.

The students practice the variations with the teacher and then among themselves until they are comfortable. Heed the urge to introduce too many variations.

5. Students can again be asked to role play varying contexts with the teacher in front of the class. To make the second time more interesting, the teacher can vary the tone or the mood of the characters just a little. For example:

    S: Is this yours?
    T: No, it isn't. It's yours. It has your name on it.

    Some students will adjust to changing situations better than others. If a student stumbles upon a response, the teacher and students can work together to come up with an appropriate one. The emphasis at this point of the exercise is on the appropriateness and flow of the dialogue, not so much the grammatical accuracy of speech.

Interview Grids

Interview grids involve several skills: listening, speaking and writing. These exercises allow students a chance to interact communicatively and to perform the linguistic task at hand. The students are asked to interview each other for answers to targeted questions. When an answer is given, the interviewer writes down the information. It is important that information getting and conversation starting strategies be taught and reviewed prior to the interviewing activities.

For example: Excuse me, may I ask you a few questions?
Hi, do you have a minute?

I'm sorry, what did you say?
Could you repeat that?

How do you spell it?

Did you say ___________?

Thank you for your time.
Nice talking with you.

The teacher should model the exercise to make sure the students understand what they need to do. It is also recommended that the teacher go over the questions on the grid before the class begins the exercise.

Reading and Writing Activities

Most of the reading and writing done in class is at the word or sentence level. Here are some activities suggested for reinforcing students' reading and writing skills:

1. Picture-Word Match-up

This exercise works well as a paired activity. Person A has a set of pictures and person B has a set of matching words. The two students work together to make appropriate matches. Make sure each partner understands his or her role in the exercise so that one does not do the work for the other. This allows the slower students an opportunity to contribute. A mini dialogue may be introduced later to make the exercise more communicative. For example:

A: What is she doing? (A points to a picture)
B: She's tying a bundle. (B looks at the picture and responds)
A: That's right.

Partners take turns pointing and answering.

2. Dictations

Dictations reinforce with writing the content which has been previously practiced orally. They help students correlate written English with spoken English. The teacher reads the words or sentences at normal speed and the students write the words perceived by them on a piece of paper. If they do not catch all the words, they should be allowed to ask for repetition as often as necessary. The teacher should also provide the spelling of words that may be difficult for students to spell. For this exercise, structure is the focus, not spelling. Some students may feel the need to peek into their workbooks or at others' papers. We allow for this because students must know what to look for and where to look for words to fill the gaps. Students are then paired or grouped to compare and correct each other's sentences. The teacher circulates around the room for assistance. Several students are then called to put their sentences on the board. By the time the words or sentences are written on the board, they are usually 90% correct. The teacher then goes over the remaining problem areas.

For a low level class, a teacher can help students out by drawing blanks for words in each sentence on the board during correction time. Students go up to the board to write sentences out according to the number of blanks drawn. The teacher checks for problems, and then proceeds to have the class repeat the corrected sentences. To provide further oral practice, the teacher can do a "disappearing board trick." The teacher erases more and more words from the board until students can eventually repeat the sentences without much or any written representation at all.

3. Scrambled Sentences

Scrambled sentences work very well for beginning students. They make for a good small group activity. Sentences are enlarged and cut into individual words or phrases and are placed in envelopes to be passed out to each student group. Students work together to put the sentence or sentences together. When they believe they have the words appropriately placed in order, they are asked to write the sentences on the board. Some teachers like to have the students hold the words up and line up in front of the class in correct order. This way, the other students can help correct and read the sentences out loud. Students learn well and enjoy this activity because they are able to physically arrange and rearrange the words.

Listed above are just some of the more popular interactive reading and writing activities used in ESL classrooms. Many more creative techniques can be found in current ESL literature and textbooks to reinforce the learning of classroom material. We recommend frequent browsing of ESL books for inspiration and ideas for communicative language teaching.

Acknowledgement of contribution to Module 4 course material:

Barbara H. Foley; Grammar In Action; Newbury House Publishers.

Steven J. Molinsky and Bill Bliss; ExpressWays-Book A; Prentice Hall Regents.

Linda Mrowicki; Let's Work Safely; Linmore Publishing, Inc..

Linda Mrowicki and Peter Furnborough; A New Start (Book 1); Heinemann Educational Books, Inc..

Myrna Rabinowitz; Sewing, an English as a Second Language Workbook for Beginners.

Catherine Robinson and Jenice Rowekamp; Speaking Up at Work; Oxford American English.

OBJECTIVES OF MODULE 4

Module 4 is designed to introduce four new competencies relating to the work and working environment of Momentum, Inc.. The first unit allows the worker-students to review and apply their knowledge of fractions and use of measuring instruments to measure width, length, height, seam allowances and body parts. Several grammar points are highlighted in this module to bring about greater accuracy in spoken English. The workers will achieve functional competency in describing and responding to common questions regarding their jobs, describing common work procedures, giving instructions, and asking for and responding to requests for help. Finally, in the last unit, the workers will recognize and comprehend special notices and important safety signs around Momentum, Inc..

The students will be able to:

1. measure and respond to questions about seam allowances, the width, and length of garments.

2. measure and respond to questions about body measurements and height.

3. understand and use possessive pronouns (my, your, his, her, and their) in spoken English correctly.

4. understand and use demonstrative adjectives (this, that, these, and those) in spoken English correctly.

5. recognize names of jobs and job duties at Momentum, Inc..

6. introduce themselves and describe their jobs and job duties to people.

7. comprehend and respond to common interrogative questions (who, what, when, where, why, which, how) about their jobs.

8. describe common work activities and procedures (verbs) in simple present and present continuous tense forms:
   Example: I iron shirts every day.
   I'm ironing shirts right now.

9. give instructions using the imperative form:
   Example: Iron the shirts!

9. ask for help and respond to requests for help

10. recognize and understand special notices and safety signs around the sewing factory and the building.

UNIT 1: MEASURING WITH THE MEASURING TAPE

MEASURING TASK 1 - MEASURING SEAMS

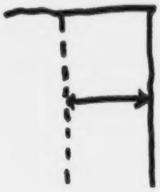
GETTING READY

Look at the five pieces of fabric on the table. What is the seam allowance on each piece of fabric? Take a measuring tape and measure the seams.

FABRIC NUMBER	SEAM ALLOWANCE
1	$\frac{1}{4}$"
2	
3	
4	
5	

DIALOGUES

Dialoque 1: What is the seam allowance here?



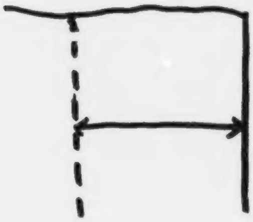
Lan: **What is the seam allowance here?**

Liangkie: It's $\frac{1}{2}$".

Lan: I'm sorry. What did you say?

Liangkie: $\frac{1}{2}$".

Dialoque 2: How wide is the seam here?



Pei Juan: **How wide is the seam here?**

Ling: It's 1".

Pei Juan: What was that again?

Ling: 1".

LISTENING

Listen to the dialogues and circle the seam measurements you hear.

1.	2"	1"	[✓ 1½"]	2¼"
2.	1"	1½"	½"	2½"
3.	⅓"	1⅓"	⅔"	2⅓"
4.	1¼"	¼"	4¼"	4"
5.	⅜"	⅝"	⅞"	1⅞"
6.	2¼"	1½"	2"	1¼"

PAIR PRACTICE

Practice the dialogue below with a partner about the following measurements.

A: Ling, can you check this?

B: Sure. Let me see here....uh oh...

A: What's wrong?

B: The seam should be 1½" not 2".

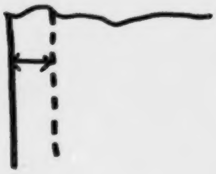
A: Oh, I see. Thanks.

1. 2" not 2½"
2. ⅜" not ⅞"
3. 1½" not 1⅓"
4. ¾" not ½"
5. 1" not 1¼"

READING and WRITING

Look at the seams below. Read the questions and write the answers.

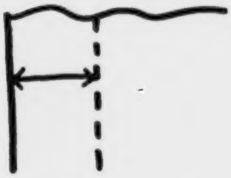
1.



What is the seam allowance here?

It's $\frac{1}{4}$" .

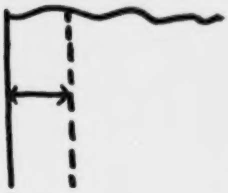
2.



How wide is the seam here?

It's ______ wide.

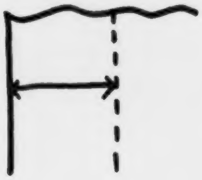
3.



What is the seam allowance here?

______________________.

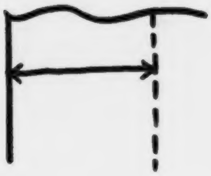
4.



How wide is the seam here?

______________________.

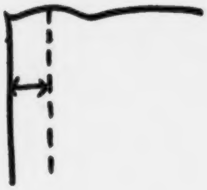
5.



What is the seam allowance here?

______________________.

6.

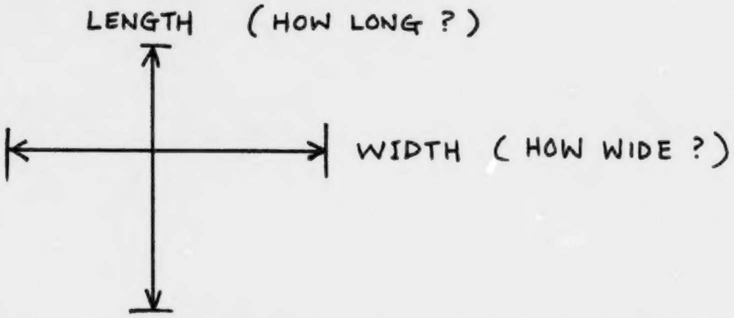


How wide is the seam?

______________________.

MEASURING TASK 2 - MEASURING WIDTH and LENGTH

GETTING READY



You can measure the width and the length of things with a measuring tape. Look at the pants on the teacher's table. Take a measuring tape and measure the width and the length of the pants.

	WIDTH	LENGTH
Pants #1	30"	32"
Pants #2		
Pants #3		
Pants #4		
Pants #5		

DIALOGUES

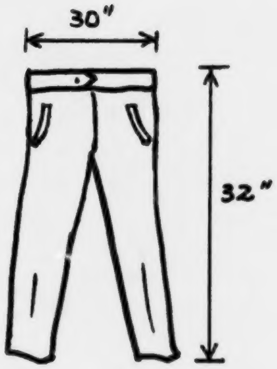
Dialogue 1: What is the width / length?

Lan: **What is the width?**

Mimi: It's 30".

Lan: **And what is the length?**

Mimi: It's 32".



Dialogue 2: How wide is it?

Ling: **How wide is it?**

Kin: It's $35\frac{1}{2}$".

Ling: **And how long is it?**

Kin: It's $37\frac{1}{4}$".

MEASURING TASK

Look at the items on the teacher's table. Get a measuring tape and measure the items. Write the measurements in the box below.

ITEM	WIDTH/HOW WIDE ?	LENGTH/HOW LONG ?
1. a ruler	1½"	18"
2.		
3.		
4.		
5.		
6.		
7.		

PAIR PRACTICE

Practice the dialogue below with your teacher. Then work with a partner. Ask each other about the measurements above (Items 1-7).

A: Give me the measurements of the ruler.

B: It's 1½ " wide and 18" long.

A: That's correct.

A: Give me the measurements of ______________________.

B: It's 4" wide and 2½" long.

A: No, that's wrong. It should be 5" wide and 2" long.

B: Let's check. Let's measure it again.

MEASURING TASK 3 - BODY MEASUREMENTS

GETTING READY

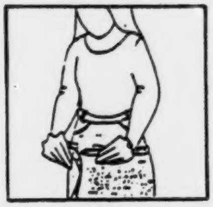
Write 5 parts of the body you need to measure before you make a dress:

1. Waist
2. ____________
3. ____________
4. ____________
5. ____________

Look at the pictures of Ling. Match pictures to sentences.

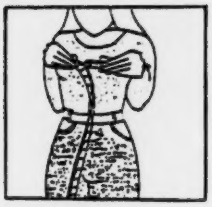
1. What is Ling doing?

   She is measuring her waist.



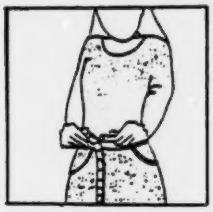
2. What is Ling doing?

   She is measuring her hips.



3. What is Ling doing?

   She is measuring her bust.

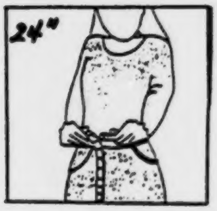


WRITING

Look at the pictures below. Fill in the missing information.

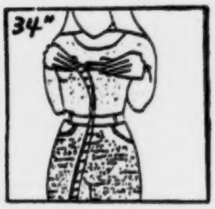
1. Ling is measuring her __Waist__.

Her __Waist__ is __24"__.



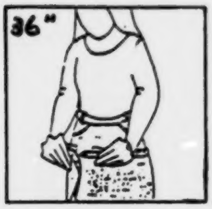
2. Ling is measuring her ____________.

Her ____________ is ____________.



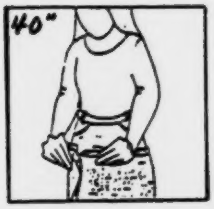
3. Ling is measuring her ____________.

Her ____________ are ____________.



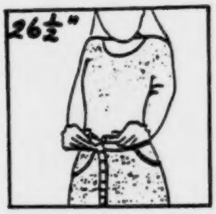
4. ______________________________.

______________________________.



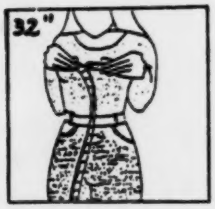
5. ______________________________.

______________________________.



6. ______________________________.

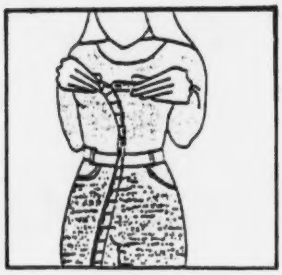
______________________________.



MEASURING TASK

Measure yourself. Write down your body measurements in the box.

My Body Measurements	
Bust	
Waist	
Hips	



PAIR PRACTICE

Practice the dialogue below. Then ask your classmates about their body measurements. Write their answers in the box below.

A: Excuse me, may I ask you a question?

B: Sure. What is it?

A: What are your body measurements?

B: They are 36" - 26" - 38".

A: What was that again?

B: They are 36" - 26" - 38".

	Classmate 1	Classmate 2	Classmate 3	Classmate 4
Bust				
Waist				
Hips				

MEASURING TASK 4 - MEASURING HEIGHT

GETTING READY

Look at the measuring tape on the wall. You can measure height with it. Write answers for the questions below.

A: How tall is your teacher?

B: She's ____________ tall.

A: How tall are you?

B: I'm ___________ tall.

DIALOGUES

Dialogue 1: How tall are you?

Ling: **Bob, how tall are you?**

Bob: I'm 6'1" tall.

Ling: Excuse me?

Bob: I'm 6'1".

Ling: Wow! You're tall!

Dialogue 2: What is your height?

Mimi: **Wing Yee, what is your height?**

Kin: I'm 4'11" tall.

Mimi: What did you say?

Kin: I'm 4'11".

Mimi: I'm the same height. We're short.

LISTENING

Exercise 1. Listen to the conversations. Circle the height you hear and decide whether the person is tall or short.

				Tall or short?
1.	[✓ 5'2"]	5'4"	5'3"	a little short
2.	6'4"	6'0"	6'1"	
3.	4'11"	4'9"	4'10"	
4.	4'8½"	4'8¼"	4'8"	
5.	5'4"	5'7"	5'9"	
6.	6'3½"	6'4½"	6'1½"	
7.	4'4"	4'7"	4'5"	
8.	6'9"	6'7½"	6'8½"	

Exercise 2. Listen to the conversations and write the height you hear.

1. 5'4"
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______

FOR THE MATH GENIUS

Change the following measurements to feet and inches (0'0").

1. I'm 68" tall. I'm 5'8" tall.
2. She's 72" tall. ______.
3. He's 49" tall. ______.
4. You're 65" tall. ______.

Pair Practice

Practice the dialogue below. Then ask your classmates for their height and body measurements. Write their answers in the box.

A: Excuse me, may I ask you a few questions?

B: Certainly.

A: How tall are you?

B: I’m 5’2½" tall.

A: And what are your body measurements?

B: They are 36"-24"-36".

A: Thank you for your time.

B: You’re welcome.

	Height	Body Measurements
Classmate 1		
Classmate 2		
Classmate 3		
Classmate 4		
Classmate 5		
Classmate 6		

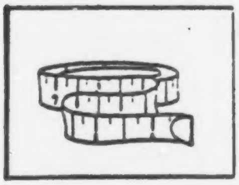
UNIT 2: THIS, THAT, THESE, THOSE

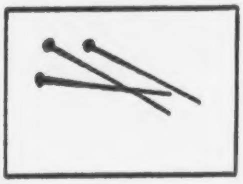
GETTING READY

Write the word that matches each picture.

---

pen
keys
purse
pins
scarf
watch
jacket
needles
measuring tape ✓
seam ripper

1.

a measuring tape

2.

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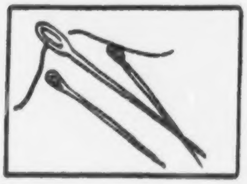
3.

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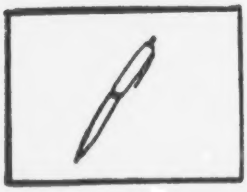
4.

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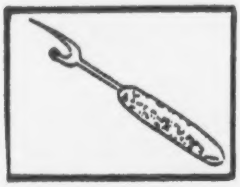
5.

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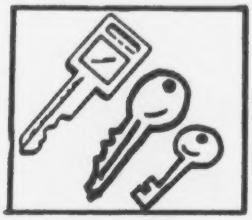
6.

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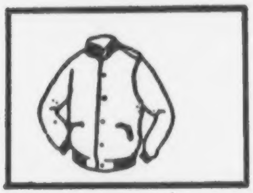
7.

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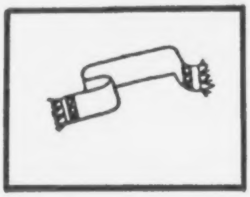
8.

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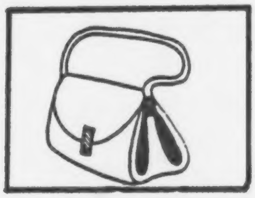
9.

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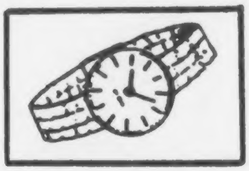
10.

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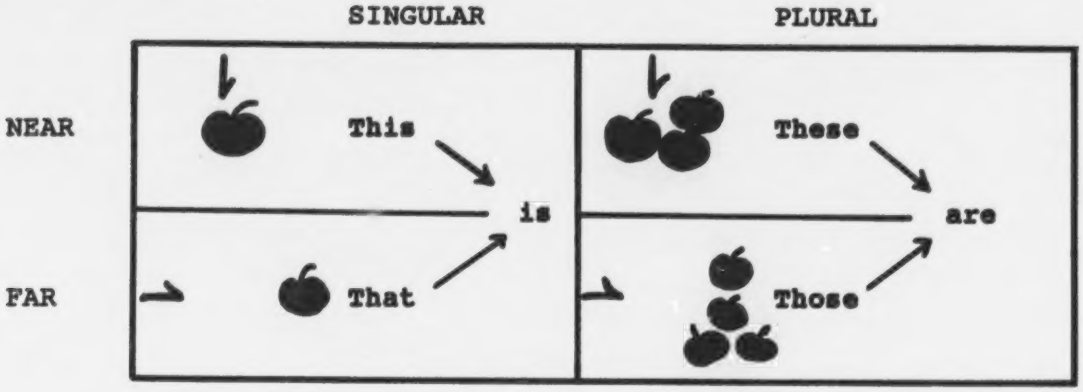
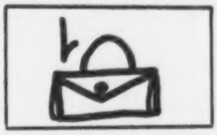
GRAMMAR POINT

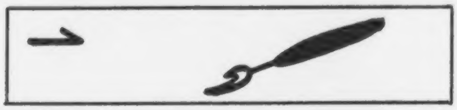


Exercise 1. Fill in the missing words in the sentences below.

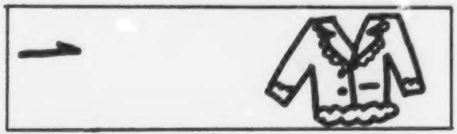
1. ____This is____ my purse.



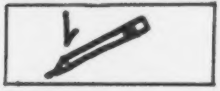
2. ____________ my seam ripper.



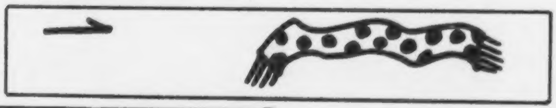
3. ____________ your jacket.



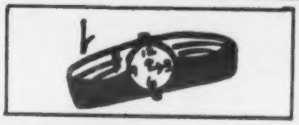
4. ____________ your pencil.



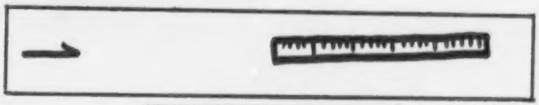
5. ____________ my scarf.



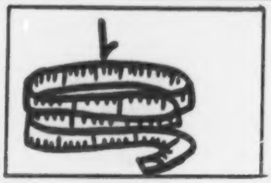
6. ____________ your watch.



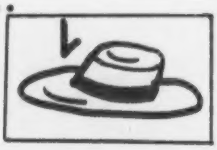
7. ____________ my ruler.



8. ____________ your measuring tape.



9. ____________ your hat.



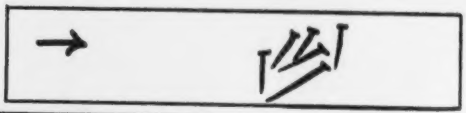
BEST COPY AVAILABLE

Exercise 2. Fill in the missing words in the sentences below.

1. These are my keys.

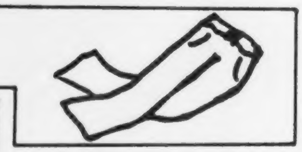
2. ________________ your scissors.

3. ________________ your pins.

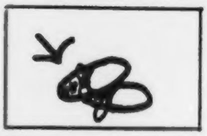


4. ________________ my needles.

5. ________________ your pants.

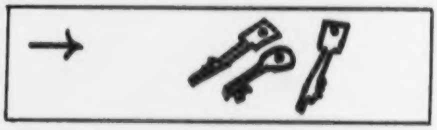


6. ________________ my shoes.



7. ________________ your bobbins.

8. ________________ your keys.



LISTENING

Listen to the sentences on tape and circle what you hear.

1.	This	That	[✓ These]	Those
2.	That	This	Those	These
3.	Those	That	These	This
4.	That	This	Those	These
5.	These	That	Those	This
6.	This	Those	These	That
7.	Those	These	This	That
8.	These	Those	That	This

GRAMMAR POINT

This is your pen.

Is this your pen?

Yes, it is.

No, it isn't.

That is your scarf.

Is that your scarf?

Yes, it is.

No, it isn't.

These are your pins.

Are these your pins?

Yes, they are.

No, they aren't.

Those are your pencils.

Are those your pencils?

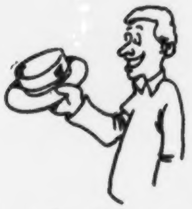
Yes, they are.

No, they aren't.

WRITING / SPEAKING

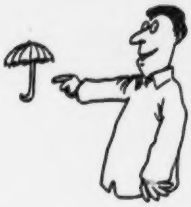
Write questions for the pictures below. Then practice them with a partner. Odd numbers (1,3,5...) have "Yes" answers and even numbers (2,4,6...) have "No" answers.

1.

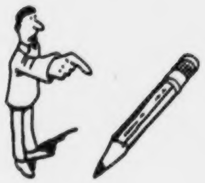


A: Is this your hat?
B: Yes, it is.

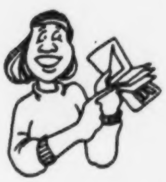
2.



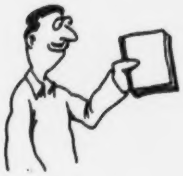
3.



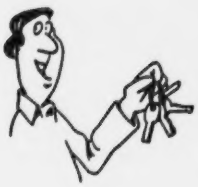
4.



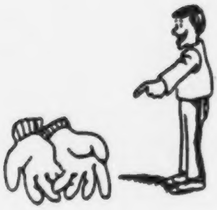
5.



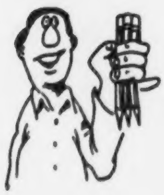
6.



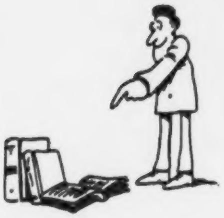
7.



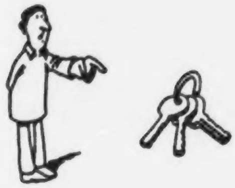
8.



9.



10.



LISTENING

Exercise 1. Listen to the questions on tape. Circle the correct answer to each question.

1.	Yes, it is.	[✓ Yes, they are.]
2.	No, it isn't.	No, they aren't.
3.	No, they aren't.	No, it isn't.
4.	Yes, they are.	Yes, it is.
5.	No, it isn't.	No, they aren't.
6.	Yes, they are.	Yes, it is.
7.	No, it isn't.	No, they aren't.
8.	No, it isn't.	No, they aren't.
9.	Yes, they are.	Yes, it is.
10.	No, they aren't.	No, it isn't.

Exercise 2. Listen to the tape and circle the word you hear.

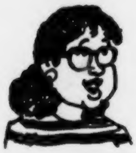
1.	[✓ my]	your		
2.	his	her		
3.	our	their		
4.	our	their		
5.	his	her		
6.	my	your	his	
7.	my	our	your	
8.	his	her	their	
9.	our	their	your	his
10.	her	his	your	my

WRITING

Exercise 1. Look at the pictures. Fill in the missing word in each sentence with one of the words in the box below.

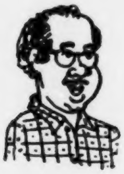
his **her** **their**

1.



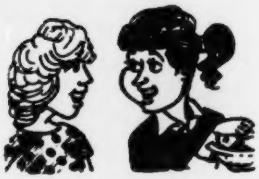
This is her jacket.

2.



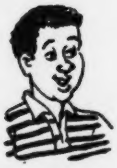
That is ________ pen.

3.



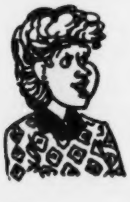
These are ______ pencils.

4.



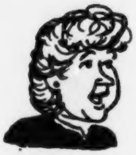
Those are ______ keys.

5.



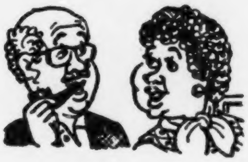
That is _______ scarf.

6.



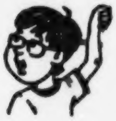
Those are ________ jackets.

7.



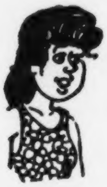
That is _________ car.

8.



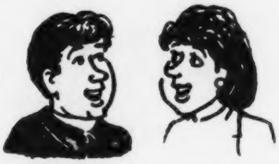
These are _______ pants.

9.



This is _______ coat.

10.

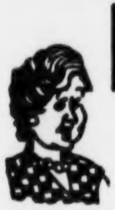


Those are _______ books.

Exercise 2. Fill in the missing word to each question with one of the words below. Then circle the correct answer to the question. Practice each set of question and answer with a partner.

his **her** **their**

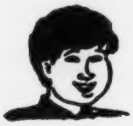
1.



Is that her jacket?

[✓ a.] Yes, it is.
b. Yes, they are.

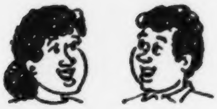
2.



Are these _____ keys?

a. No, it isn't.
b. No, they aren't.

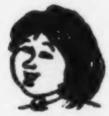
3.



Is this ___________ car?

a. Yes, it is.
b. Yes, they are.

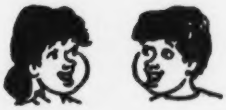
4.



Are those _________ pens?

a. No, it isn't.
b. No, they aren't.

5.



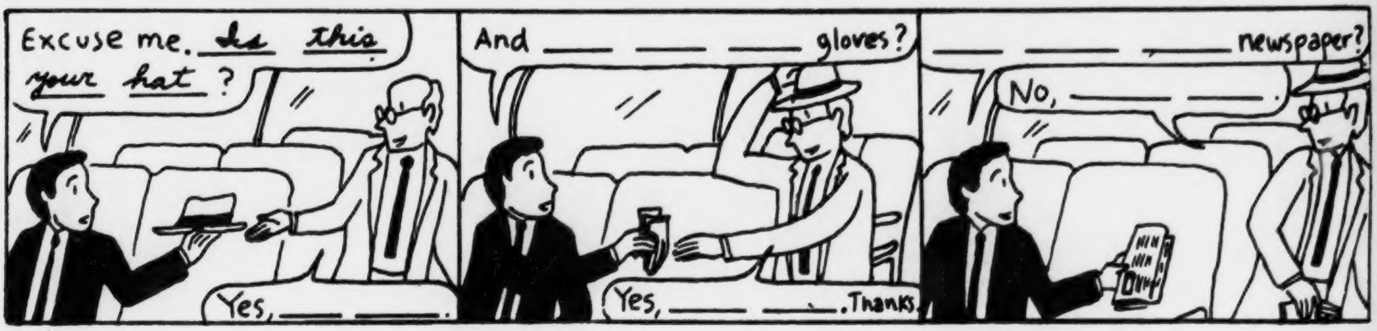
Are these _________ scissors?

a. Yes, it is.
b. Yes, they are.

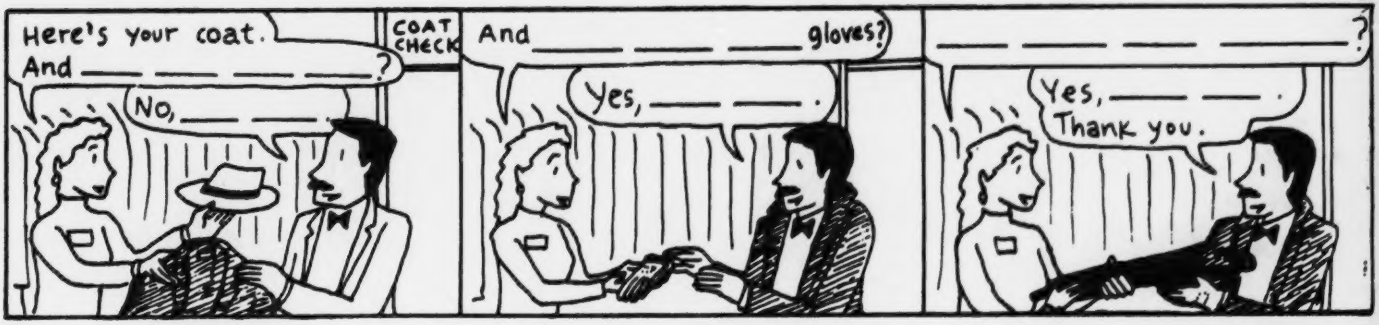
WRITING

Write questions and answers for the pictures below. Then practice the conversations with a partner.

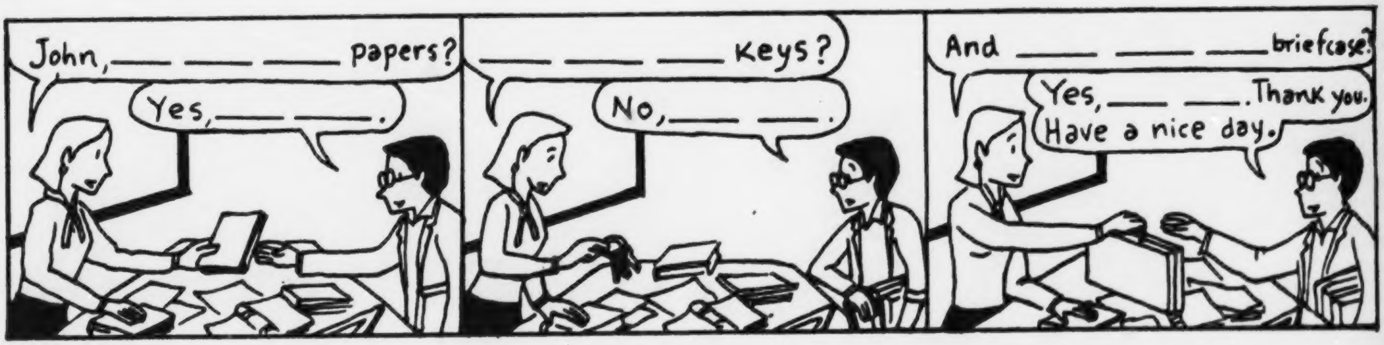
1.


Excuse me. Is this your hat ?
Yes, ___ ___.
And ___ ___ ___ gloves?
Yes, ___ ___. Thanks.
___ ___ ___ newspaper?
No, ___ ___.

2.

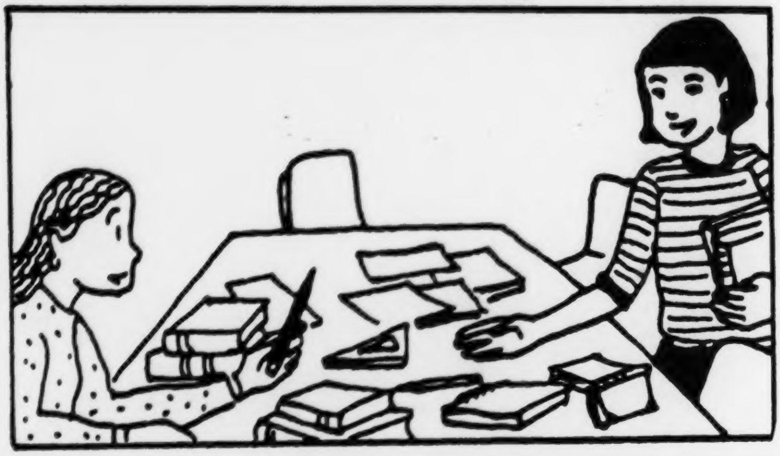

Here's your coat. And ___ ___ ___ ___?
No, ___ ___.
COAT CHECK
And ___ ___ ___ gloves?
Yes, ___ ___.
___ ___ ___ ___?
Yes, ___ ___. Thank you.

3.


John, ___ ___ ___ papers?
Yes, ___ ___.
___ ___ ___ Keys?
No, ___ ___.
And ___ ___ ___ briefcase?
Yes, ___ ___. Thank you. Have a nice day.

ROLE PLAY

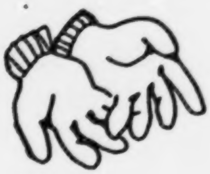
Look at the picture below. What's happening here?



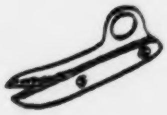
Let's write a dialogue together about the picture above.

Practice with a partner the dialogue you just wrote. Use the items below for your practice.

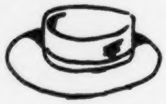
1.



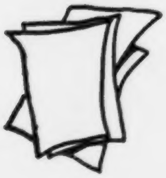
2.



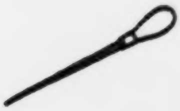
3.



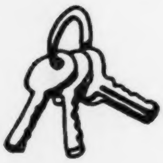
4.



5.



6.



UNIT 3: WHAT DO YOU DO?

GETTING READY

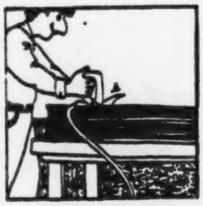
Read about other people's jobs at Momentum. Look at the pictures and read the questions and answers.

1. What's her job?
   She's a seamstress.

   What does she do?
   She sews garments.

2. What's her job?
   She's a bundler.

   What does she do?
   She bundles garment pieces and passes out the bundles.

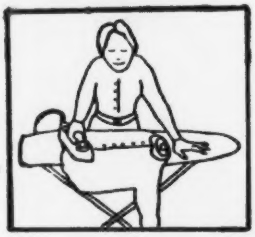


3. What's his job?
   He's a cutter.

   What does he do?
   He cuts garment pieces.

4. What's her job?
   She's a sample maker.

   What does she do?
   She sews sample garments.



5. What's his job?
   He's a presser.

   What does he do?
   He presses or irons garments.

6. What's her job?
   She's a special machine operator.

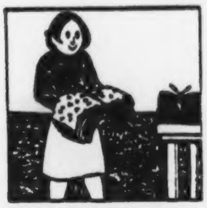
   What does she do?
   She operates special sewing machines.

Match jobs to duties.

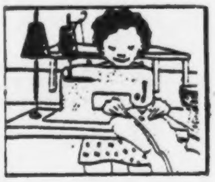
OCCUPATIONS	DUTIES
1. presser	operates special sewing machines
2. seamstress	cuts garment pieces
3. bundler	presses or irons garments
4. special machine operator	sews sample garments
5. cutter	sews garments
6. sample maker	bundles garment pieces and passes out the bundles

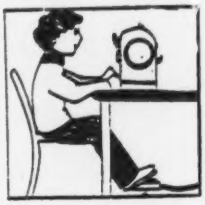
WRITING

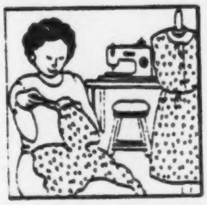
Write the job and the duties of each person below.

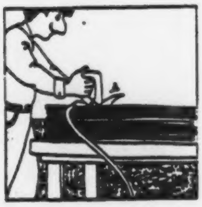
1.


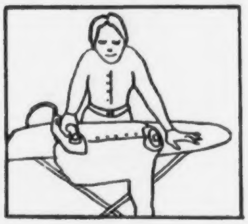
bundler - bundles and
Passes out bundles

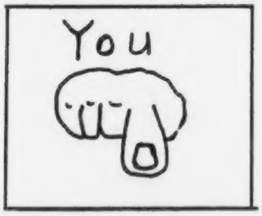
2.


3.


4.


5.


6.


7.


What is your job?

What do you do?

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GRAMMAR POINT

I You We They work at Momentum.	He She works at Momentum.
Note: Add "es" when verbs end in s, sh, ch, x, or z.	He presses garments. She washes her hands. She fixes sewing machines.

Exercise 1. Write the correct form of the verb provided for each sentence.

1. (sew) She ___sews___ garments.
2. (bundle) He ______ garment pieces.
3. (cut) I ______ garment pieces.
4. (iron) He ______ garments.
5. (operate) I ______ special sewing machines.
6. (sew) We ______ garments at Momentum.
7. (work) They ______ at Momentum.
8. (cut) She ______ fabric with scissors.

Exercise 2. Write the correct form of the verb provided in each sentence.

1. (press) She ___presses___ garments all day.
2. (cut) He ______ fabric pieces.
3. (iron) She ______ pants and shirts.
4. (fix) She ______ her machine with a screwdriver.
5. (sew) He ______ sample garments.
6. (wash) She ______ her hands every day.
7. (pass out) He ______ bundles to his co-workers.

READING

Mimi is a seamstress. She works at Momentum, Inc. She sews winter garments, mostly ski jackets and pants. Mimi works from 7:30 to 4:00. She works for Bob and Liangkie. They are her bosses. Mimi likes to work. She likes to be busy. Mimi has worked at Momentum for 15 years. She has many friends at Momentum.

Answer the questions below.

1. **What does Mimi do?**
   Mimi is a seamstress.
2. **Where does she work?**
   ____
3. **When does she work?**
   ____
4. **Who does she work for?**
   ____
5. **What does she sew?**
   ____

WRITING

Fill in the following sentences with a question word from below.

WHO WHAT WHEN WHERE WHY HOW HOW LONG

1. What is your name?
2. ______________ are you from?
3. ______________ do you live now?
4. ______________ is your occupation?
5. ______________ are you today?
6. ______________ do you do?
7. ______________ do you begin work?
8. ______________ is your English teacher?
9. ______________ do you finish work?
10. ______________ do you work for?
11. ______________ have you worked at Momentum?

LISTENING

Listen to questions on tape and circle the question word you hear.

1. what [✓ where]
2. who when
3. where when why
4. what when how
5. how how long why
6. who where when
7. how long when where
8. what where how why
9. where when who what
10. who where when how

WRITING

Exercise 1. Fill in the missing words in the sentences below.

1. What do you do?
2. Where do you __________?
3. __________ do you sew?
4. __________ do you eat lunch?
5. __________ do you __________ for?
6. Why do you __________?
7. How __________ have you worked _____ Momentum?

Exercise 2. Words in the sentences below are out of order. Put them in the correct order.

1. name is what your ?
What is your name?
2. from you are where ?
3. do what you do ?
4. where work you do ?
5. when begin work do you ?
6. for who you work do ?

Exercise 3. Choose a question word to complete the questions below.

1. .... name?
2. .... from?
3. .... do?
4. .... work?
5. .... sew?
6. .... begin work?
7. .... finish work?
8. .... eat lunch?
9. .... telephone number?
10. .... have you worked at Momentum?

PAIR PRACTICE

Practice the questions below. Ask several classmates these questions and write down their answers.

	Classmate 1	Classmate 2	Classmate 3
1. What/name?			
2. Where/work?			
3. What/do?			
4. What/sew?			
5. Who/work for?			
6. When/begin work?			
7. When/finish work?			

SPEAKING

Finish the sentences below with information about yourself. Then practice the story about yourself with a partner. After that, introduce yourself to the class.

Hello! My name is ______________________.

I am from ______________________.

I am a ______________________________.

I work at _________________________.

I have worked at Momentum for___________________.

I sew _______________________________.

I work from __________ to ___________ every day.

I work hard because___________________________________.

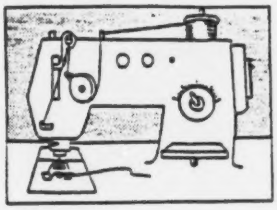
UNIT 4: WHAT ARE YOU DOING RIGHT NOW?

GETTING READY

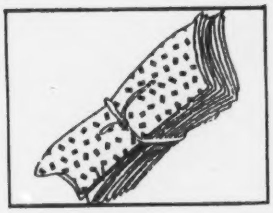
Do you know the names of the items below? Match the names of the items with the pictures.

seams labels buttons sewing machine
chalk fabric bundle sewing foot
pattern pieces fabric pieces garment

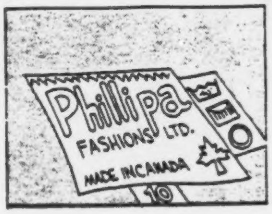
1.



2.



3.



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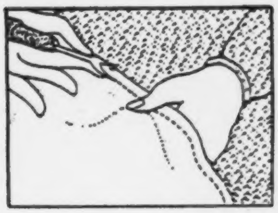
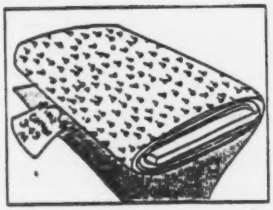
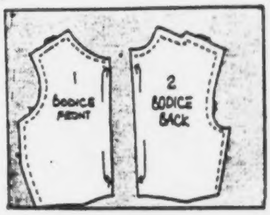


5.



6.



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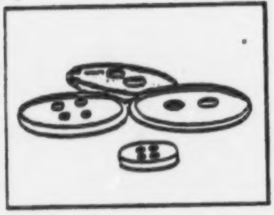

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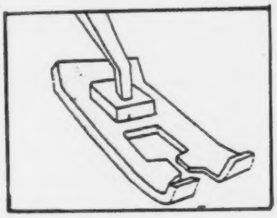
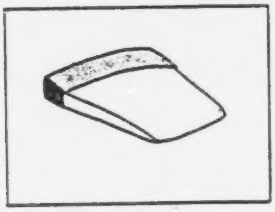
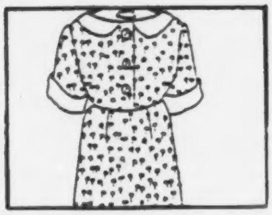


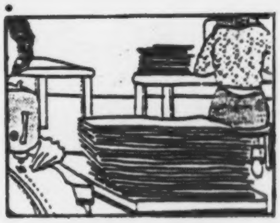
9.



10.



11.



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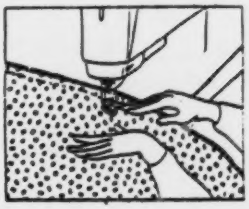
READING

Look at the pictures and read the questions and answers.

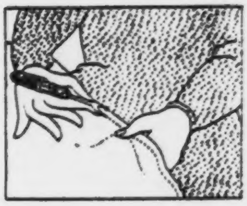
1. What are you doing right now?

   I'm sewing the seams together.



2. What are you doing now?

   I'm ripping the seams.



3. What are you doing right now?

   I'm sewing on the labels.

4. What are you doing now?

   I'm sewing on the buttons.

5. What are you doing right now?

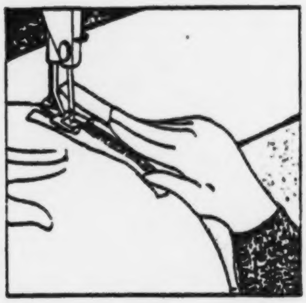
   I'm sewing on a zipper.

BEST COPY AVAILABLE

LISTENING

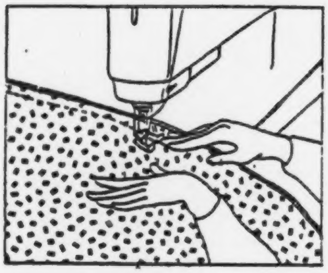
Listen to the tape and circle the correct description for each picture.

1.



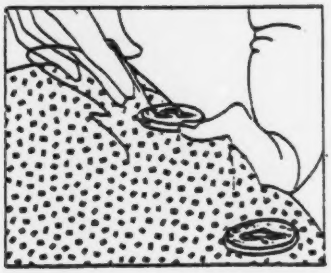
a [✓ b] c

2.



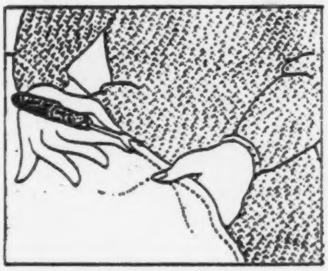
a b c

3.



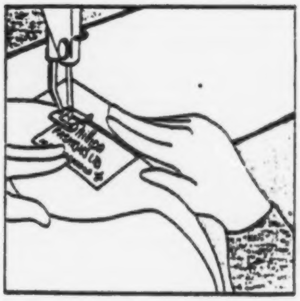
a b c

4.



a b c

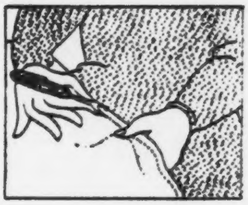
5.



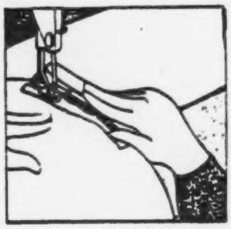
a b c

Match sentences to pictures.

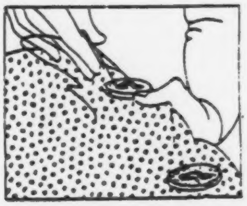
1. I'm sewing on the buttons.



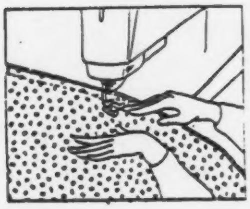
2. I'm sewing the seams together.



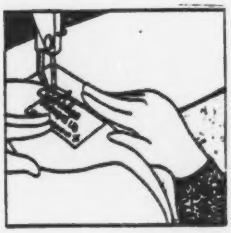
3. I'm sewing on the labels.



4. I'm sewing on the zipper.



5. I'm ripping the seams.



READING

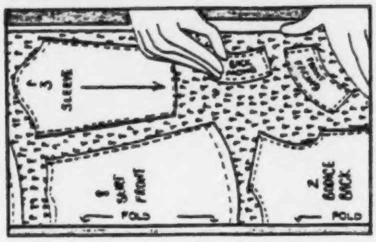
Look at the pictures and read the questions and answers.

1. What are you doing now?

I'm measuring myself.

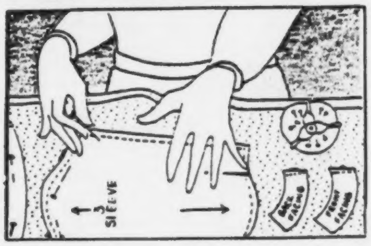
2.

I'm laying out pattern pieces.



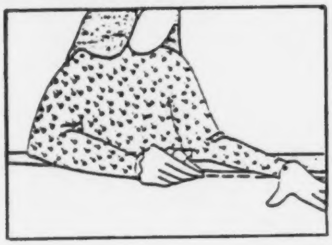
3.

I'm pinning pattern pieces to the fabric.



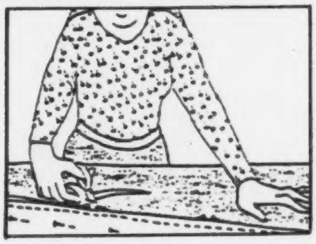
4.

I'm marking lines on the fabric with chalk.



5.

I'm cutting out fabric pieces.



6.

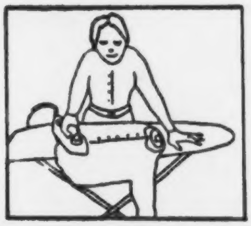
I'm sewing fabric pieces together.

7.

I'm checking out the garment.

8.

I'm ironing the garment.



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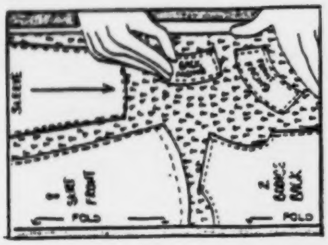
LISTENING

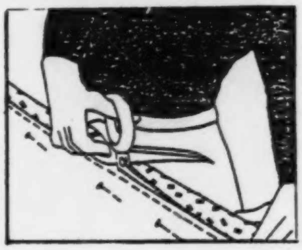
Listen to the tape and circle the correct description for each picture.

1.



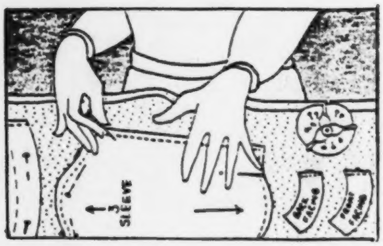
a b [✓ c]

2.



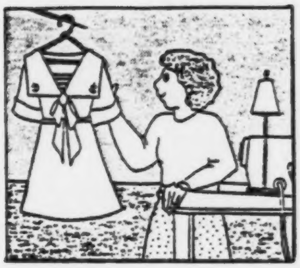
a b c

3.



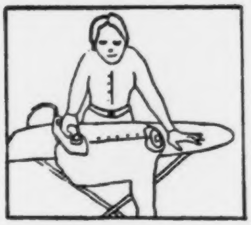
a b c

4.



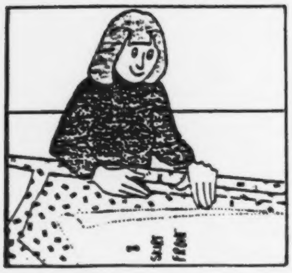
a b c

5.



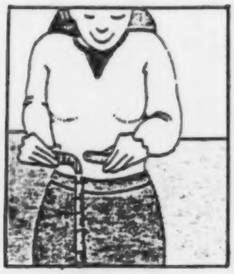
a b c

6.



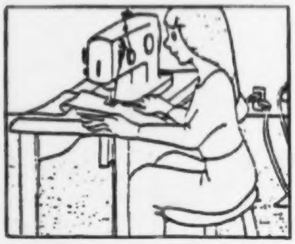
a b c

7.



a b c

8.



a b c

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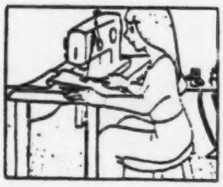
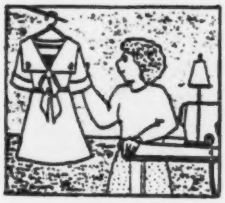
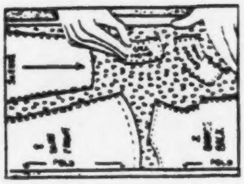
Match sentences to pictures.

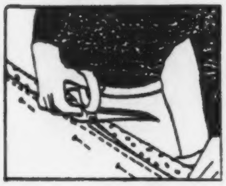




1. I'm laying out pattern pieces.

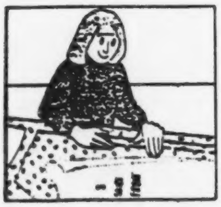
2. I'm cutting out fabric pieces.

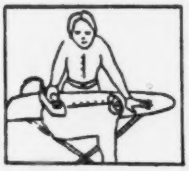




3. I'm ironing the garment.

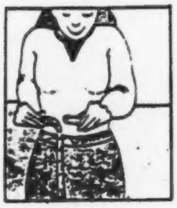
4. I'm checking out the garment.

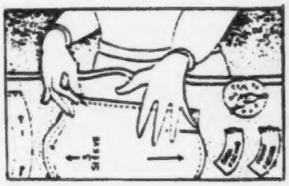




5. I'm measuring myself.

6. I'm pinning pattern pieces to the fabric.





7. I'm sewing fabric pieces together.

8. I'm marking lines on the fabric with chalk.

READING - **HOW TO SEW A DRESS**

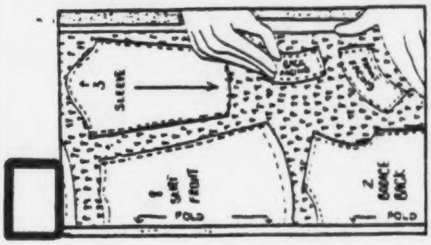
Think about how to make a dress. Number the pictures in the correct order.

Cut out pattern pieces.

Check out the garment.

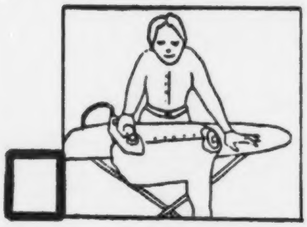
1

Measure myself.

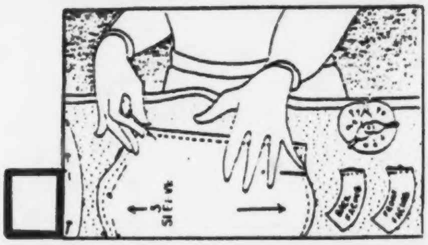


Lay out pattern pieces.

Mark lines on the fabric.



Iron the garment.



Pin pattern pieces to the fabric.

Sew fabric pieces together.

GRAMMAR POINT

When you teach someone or tell someone how to do something, use the simple form of the verb.

I'm ironing the garments right now. → Iron the garments.

I'm laying out pattern pieces. → Lay out pattern pieces.

I'm checking out the garment. → Check out the garment.

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WRITING

Teach a friend how to sew a dress. Write down the instructions in order. You may look at the sentences on the previous page.

1. Measure myself.

2.

3.

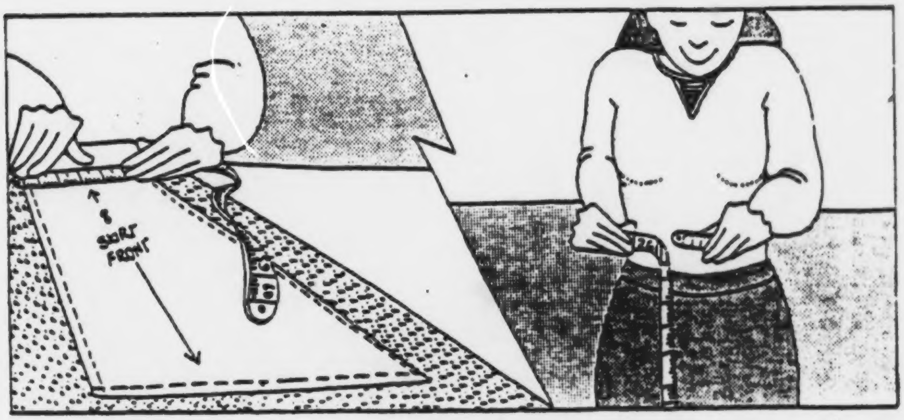
4.

5.

6.

7.

8.

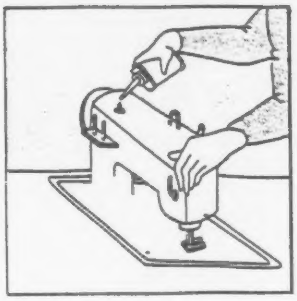


READING

Look at the pictures and read the questions and answers.

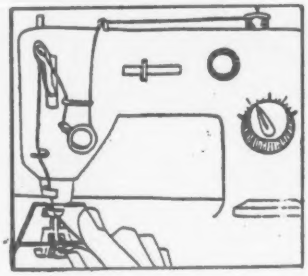
1. What are you doing now?

I'm oiling the sewing machine.



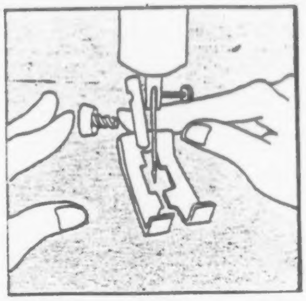
2.

I'm threading the sewing machine.



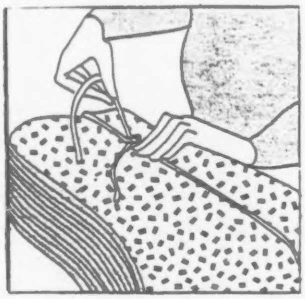
3.

I'm changing the sewing foot.



4.

I'm tying up a bundle.



5.

I'm talking with Liangkie.

6.

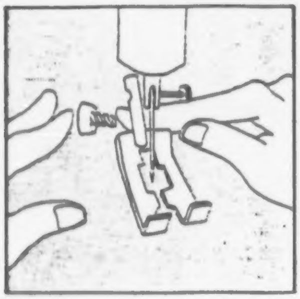
I'm taking a break.

BEST COPY AVAILABLE

LISTENING

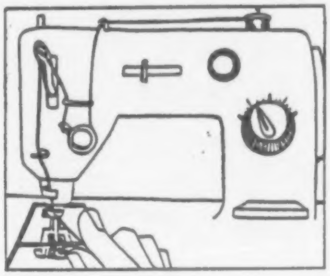
Listen to the tape and circle the correct description for each picture.

1.



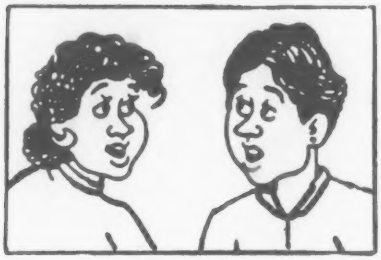
[✓ a] b c

2.



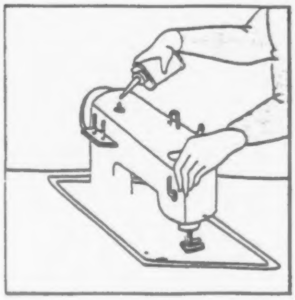
a b c

3.



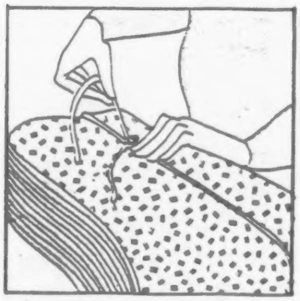
a b c

4.



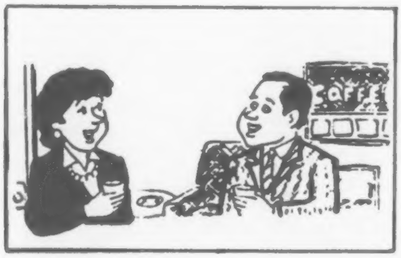
a b c

5.



a b c

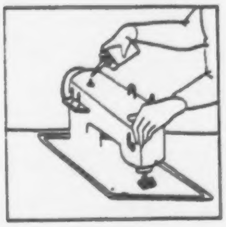
6.



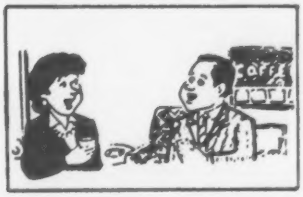
a b c

Match sentences to pictures.

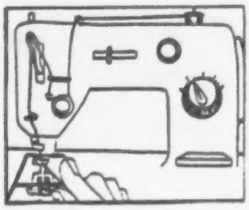
1. I'm threading the sewing machine.



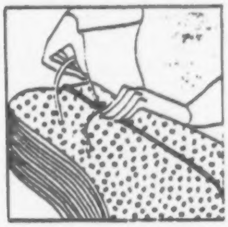
2. I'm talking with Liangkie.



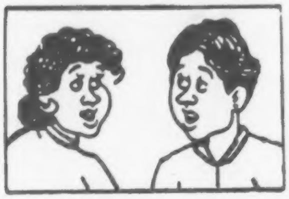
3. I'm oiling the sewing machine.



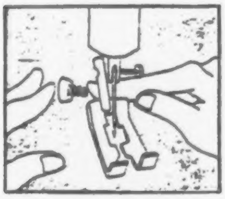
4. I'm changing the sewing foot.



5. I'm taking a break.



6. I'm tying up the bundles.



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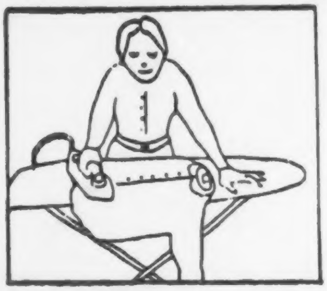
GRAMMAR POINT

I iron garments every day.

I'm ironing garments right now.

You Iron the garments.



WRITING

Write the 3 forms of the verbs below.

1. (iron)

I iron shirts every day.

I'm ironing shirts right now.

Iron the shirts.

2. (cut out)

____

____

____

3. (check out)

____

____

____

4. (oil)

____

____

____

5. (take a break)

____

____

____

6. (rip)

____

____

____

7. (sew on)

8. (lay out)

9. (pin)

10. (tie up)

11. (thread)

12. (talk)

13. (change)

14. (measure)

READING

Listen and read the dialogue below.

Liangkie: Lan, what are you doing right now?

Lan: I'm tying up these bundles.

Liangkie: Could you help me with something?

Lan: Sure. In a minute. Let me finish these bundles first.

Circle "**yes**" or "**no**" to the sentences below about the dialogue.

1. Liangkie is talking to Lan. [✓ yes] no

2. Lan is measuring the fabric. yes no

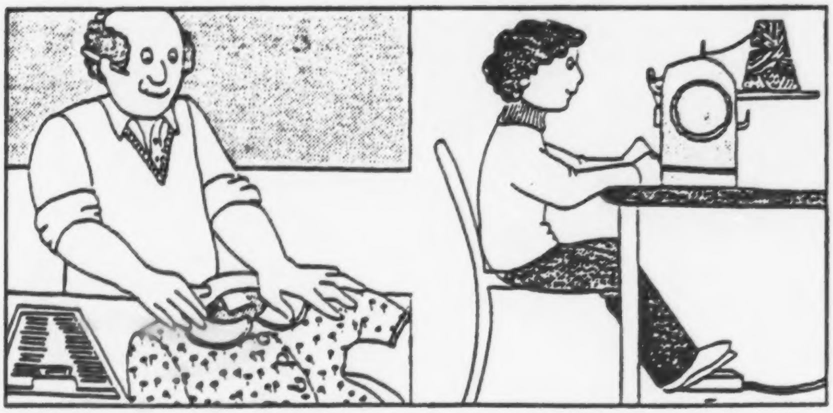
3. Lan needs help. yes no

4. Lan is busy. yes no

5. Lan will help Liangkie tomorrow. yes no

ROLE PLAY

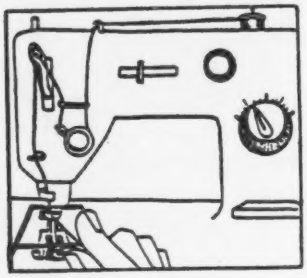
Look at the picture below. What's happening here?



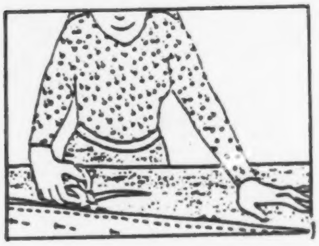
Let's write a dialogue together about the picture above.

Practice with a partner the dialogue you just wrote. Use pictures below for your practice.

1.



2.



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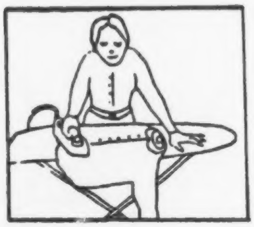
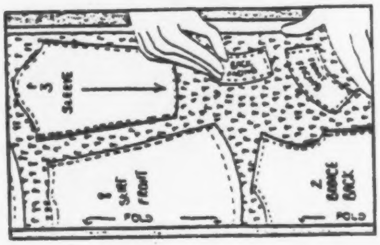
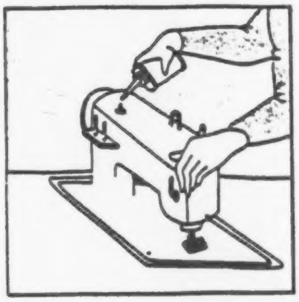


4.



5.

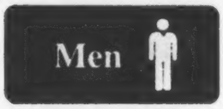


UNIT 5: READING SIGNS AT MOMENTUM

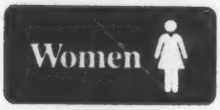
GETTING READY

1. Are you familiar with these signs below? What do they mean?

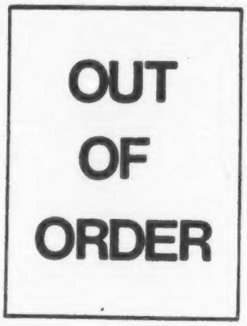
a.



b.



c.

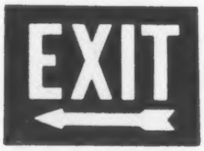


d.

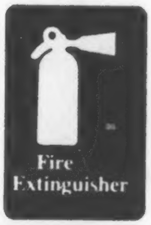
e.

f.

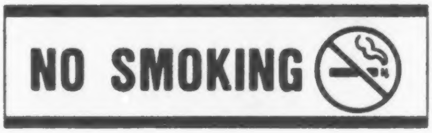
g.



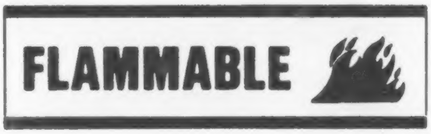
h.



i.



j.



2. Can you name a few more signs you see every day? Write them below.

________________________ ________________________

________________________ ________________________

________________________ ________________________

3. What colors are the signs around Momentum? What do those colors tell you?

____

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SIGNS AROUND THE BUILDING

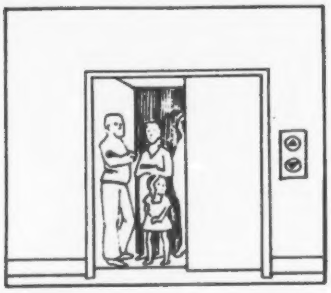
Write the correct word for each picture below.

Open Closed Push Pull

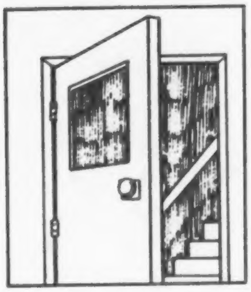
Enter (In) Exit (Out) Up Down

Stairs Elevator Escalator

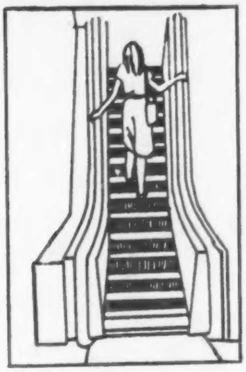
a.



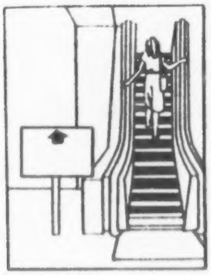
b.



c.



d.



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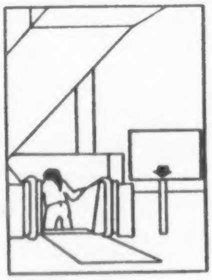

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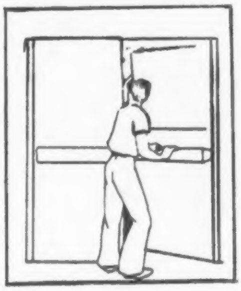
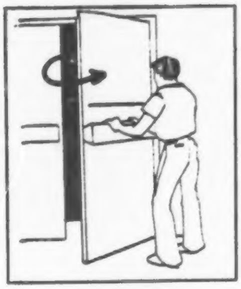


g.



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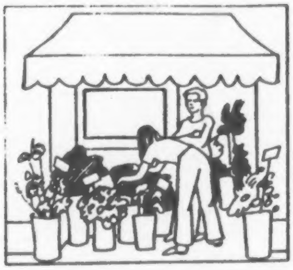
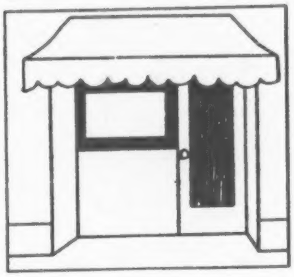


i.



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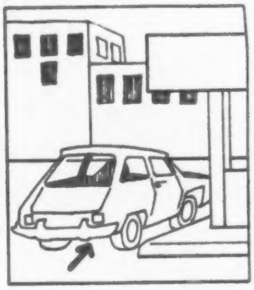
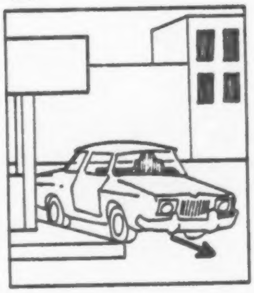


k.



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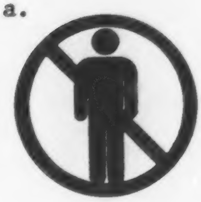
RESTROOM SIGNS

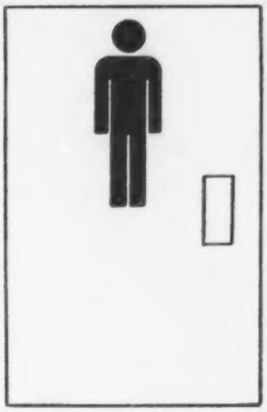
Write the correct word for each picture below.

Women
Men
Hot
Cold
Employees Only
Conserve Water
Caution! Wet floor

a.



b.



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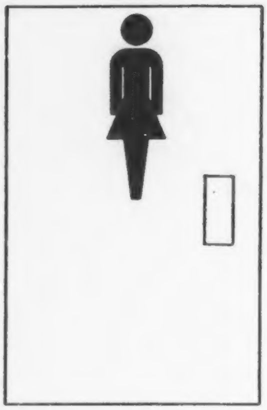
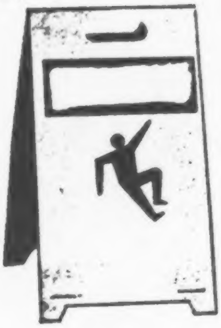
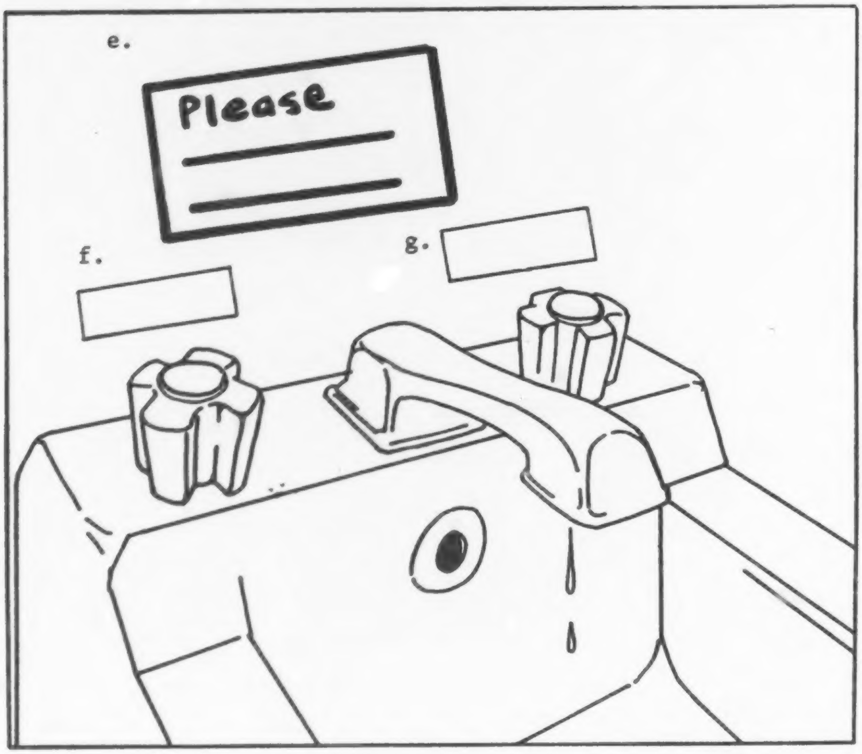


d.



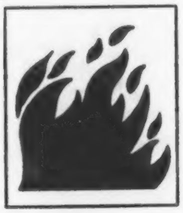


SAFETY SIGNS

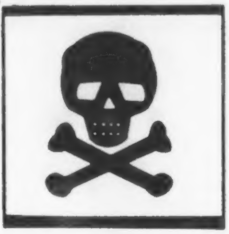
Write the correct word for each picture below.

No Smoking
DANGER
CAUTION
Keep Out
Flammable
Combustible
Poison
Do Not Enter

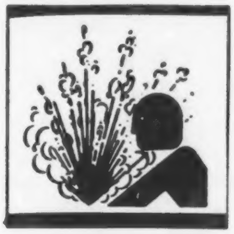
a.



b.



c.



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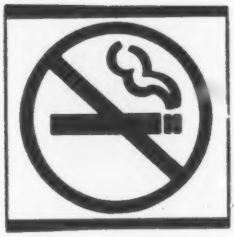

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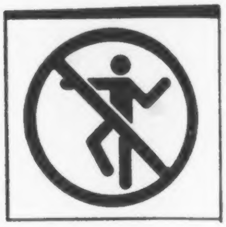

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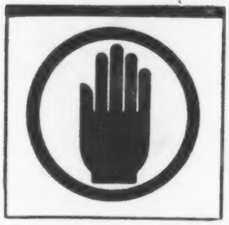
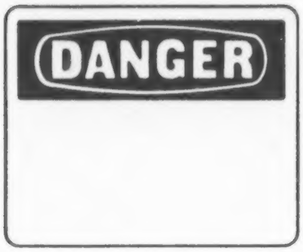
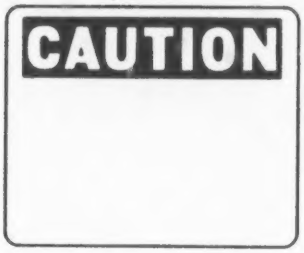


g.



h.



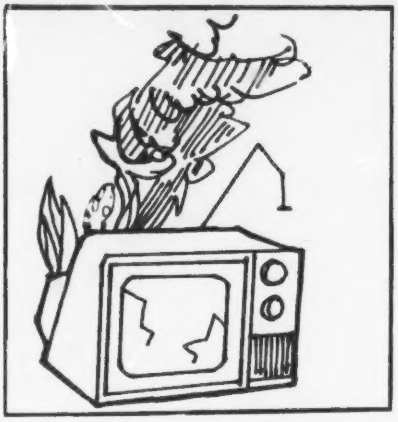
SIGNS ON EQUIPMENT / MACHINES

Write the correct word for each picture below.

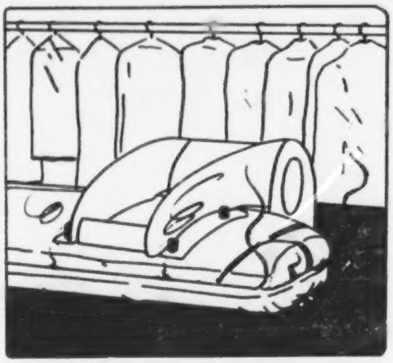
On Off Out of Order Broken

Punch-In Punch-Out

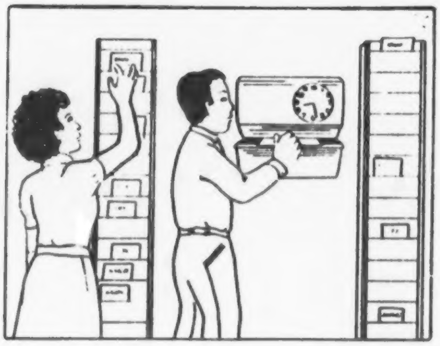
a.



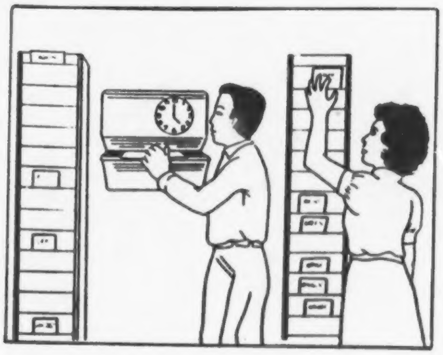
b.



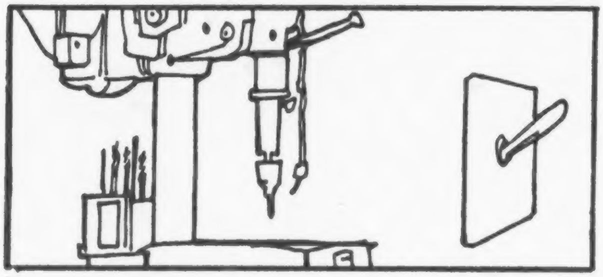
c.



d.



e.



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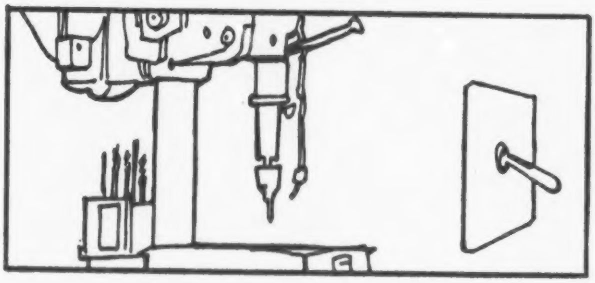

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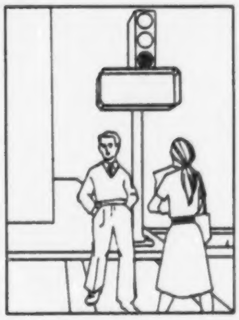
TRAFFIC SIGNS

Write the correct word for each picture below.

Walk	Don't Walk	Stop
Bus Stop	No Passengers	Go

a.



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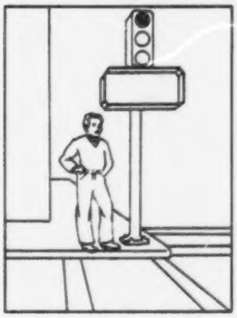

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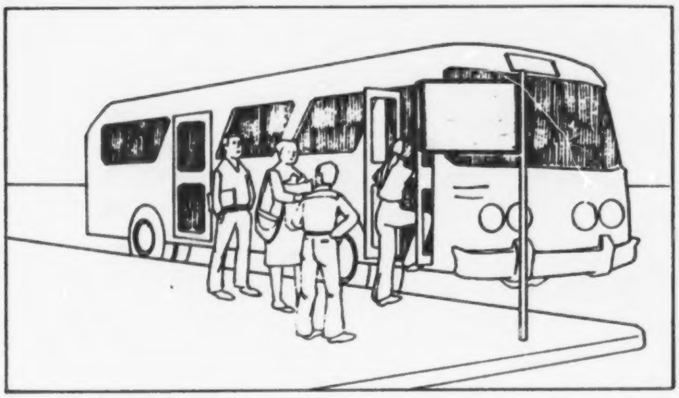

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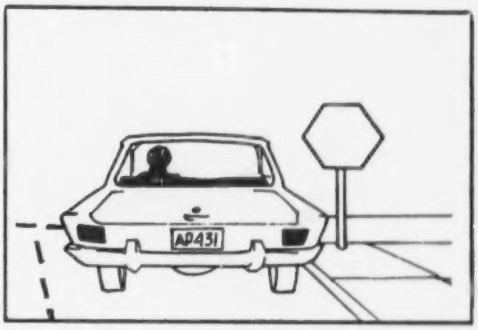

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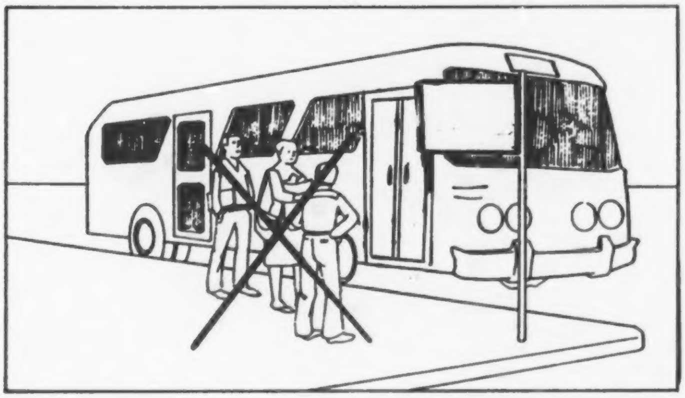

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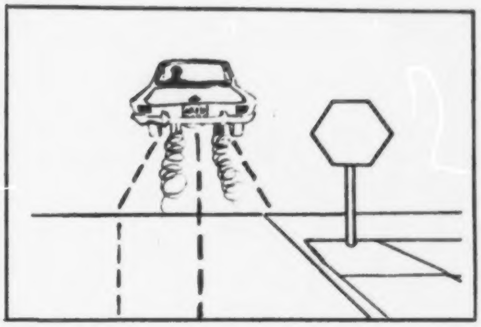

Exercise 1. Find the opposite of the words below and match.

1. Enter	Cold
2. Up	Pull
3. On	Don't Walk
4. Punch-In	Down
5. Push	Exit
6. Hot	Off
7. Walk	Closed
8. Open	Punch-Out

Exercise 2. Guess the words you see below. Fill in the missing letters.

1. DANGER

2. K__p O_t

3. F_r_ Es_ap_

4. N_ Sm_k__g

5. Ph_n_

6. C__TION

7. M_n

8. W_m_n

9. E_pl_yees O__y

10. O__ of O_d_r

Exercise 3. Put the following words in their appropriate categories.

✓Women ✓Open ✓Off ✓Walk Closed
Conserve Water Phone Hot Out of Order
Cold Stop On Exit Don't Walk
Push Men Down Pull Fire Escape
Enter Stairs Broken Up No Passenger

RESTROOM SIGNS

Women

TRAFFIC SIGNS

Walk

SIGNS ON MACHINES

Off

SIGNS AROUND THE BUILDING

Open

MOMENTUM, INC.

Module 4

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: MEASURING WITH THE MEASURING TAPE

LISTENING-Page 2

1. A: Mimi, what is the seam allowance here?
   B: It's $1\frac{1}{2}$ ".
   A: I'm sorry, what did you say?
   B: $1\frac{1}{2}$".

2. A: Ling, how wide is the seam here?
   B: It's $\frac{1}{2}$ ".
   A: Pardon me?
   B: It's $\frac{1}{2}$ ".

3. A: Liangkie, how wide is the seam here?
   B: It's $\frac{1}{3}$ ".
   A: I'm sorry, what was that again?
   B: $\frac{1}{3}$ ".

4. A: Guo Xiang, what is the seam allowance here?
   B: It's $1\frac{1}{4}$".
   A: Excuse me?
   B: It's $1\frac{1}{4}$ ".

5. A: Wing Yee, how wide is the seam here?
   B: It's $\frac{3}{8}$ ".
   A: Could you say that again?
   B: $\frac{3}{8}$ ".

6. A: Lan, what is the seam allowance here?
   B: It's $2\frac{1}{4}$".
   A: I'm sorry, what did you say?
   B: $2\frac{1}{4}$ ".

READING AND WRITING-Page 3

1. $\frac{1}{4}$"
2. $\frac{1}{2}$"
3. $\frac{3}{8}$"
4. $\frac{5}{8}$"
5. $\frac{7}{8}$"
6. $\frac{1}{4}$"

WRITING-Page 7

1. Ling is measuring her waist.
   Her waist is 24".
2. Ling is measuring her hips.
   Her hips are 36".
3. Ling is measuring her bust.
   Her bust is 34".
4. Ling is measuring her hips.
   Her hips are 40".
5. Ling is measuring her waist.
   Her waist is $26\frac{1}{2}$ ".
6. Ling is measuring her bust.
   Her bust is 32".

LISTENING-Page 10

Exercise 1

1. A: Lan, how tall are you?
B: I’m 5’2" tall.
A: Oh, me too.

2. A: Bob, what is your height?
B: I’m 6’1" tall.
A: Wow, you’re a giant!

3. A: Yin Yan, how tall are you?
B: I’m 4’11".
A: I’m sorry, what did you say?
B: 4’11".

4. A: Wing Yee, how tall are you?
B: I’m 4’8½".
A: Oh really?
B: Yes. 4’8½".

5. A: Ling, what is your height?
B: I’m 5’4" tall.
A: Oh, me too.

6. A: Jerry, how tall are you?
B: I’m 6’1½".
A: Wow, you’re tall!

7. A: Kit Yee, how tall are you?
B: I’m 4’7" tall.
A: I’m sorry, what was that again?
B: 4’7" tall.
A: Oh, I see.

8. A: Liangkie, how tall are you?
B: Oh, just 6’9".
A: No way! Really?
B: Really.
A: I don’t believe you!

Exercise 2

1. A: Ling, how tall are you?
B: I’m 5’4" tall.

2. A: Pennie, how tall are you?
B: 5’.

3. A: Liangkie, what’s your height?
B: 5’7".

4. A: Jerry, how tall are you?
B: I'm 6'1½".
A: I'm sorry, what was that again?
B: I'm 6'1½".

5. A: Mimi, how tall are you?
B: I'm 5'6½ " tall.
A: Really?
B: Yes. Really.

6. A: Chris, what's your height?
B: I'm 5'1".

7. A: Wing Yee, how tall are you?
B: I'm 4'11" tall.

8. A: Bob, how tall are you?
B: I'm 6'1".

9. A: Guo Xiang, how tall is your husband?
B: He is 5'5" tall.

For The Math Genius

1. 5'8" 2. 6' 3. 4'1" 4. 5'5"

UNIT 2: THIS, THAT, THESE, THOSE

GETTING READY-Page 12

1. a measuring tape
2. pins
3. needles
4. a pen
5. a seam ripper
6. keys
7. a jacket
8. a scarf
9. a purse
10. a watch

GRAMMAR POINT-Page 13

Exercise 1

1. This is my purse.
2. That is my seam ripper.
3. That is your jacket.
4. This is your pencil.
5. That is my scarf.
6. This is your watch.
7. That is my ruler.
8. This is your measuring tape.
9. This is your hat.

GRAMMAR POINT-Page 14

Exercise 2

1. These are my keys.
2. Those are your scissors.
3. Those are your pins.
4. These are my needles.
5. Those are your pants.
6. These are my shoes.
7. Those are your bobbins.
8. Those are your keys.

LISTENING-Page 14

1. These are my scissors.
2. Those are your shoes.
3. This is my seam ripper.
4. That is your hat.
5. That is my scarf.
6. Those are my keys.
7. Those are your pants.
8. These are my pants.

WRITING/SPEAKING-Page 16

1. A: Is this your hat?
   B: Yes, it is.

2. A: Is that your umbrella?
   B: No, it isn't.

3. A: Is that your pencil?
   B: Yes, it is.

4. A: Is this your wallet?
   B: No, it isn't.

5. A: Is this your book?
   B: Yes, it is.

6. A: Are these your keys?
   B: No, they aren't.

7. A: Are those your gloves?
   B: Yes, they are.

8. A: Are these your pencils?
   B: No, they aren't.

9. A: Are those your books?
   B: Yes, they are.

10. A: Are those your keys?
    B: No, they aren't.

LISTENING-Page 17

Exercise 1

1. Are those your keys? Yes, they are.
2. Is this your pen? No, it isn't.
3. Are these your bobbins? No, they aren't.
4. Is that your scarf? Yes, it is.
5. Is that your hat? No, it isn't.
6. Are these your scissors? Yes, they are.
7. Are those your pants? No, they aren't.
8. Are these your pins? No, they aren't.
9. Are these your keys? Yes, they are.
10. Is that your watch? No, it isn't.

Exercise 2

1. Those are my shoes.
2. That is her jacket.
3. Those are their pencils.
4. This is our book.
5. Those are his keys.
6. That is your measuring tape.
7. These are our pens.
8. That is his wallet.
9. These are our keys.
10. That is my seam ripper.

WRITING-Page 18

Exercise 1

1. her
2. his
3. their
4. his
5. her
6. her
7. their
8. his
9. her
10. their

Exercise 2

1. her a. Yes, it is.
2. his b. No, they aren't.
3. their a. Yes, it is.
4. her b. No, they aren't.
5. their b. Yes, they are.

WRITING-Page 20

1. A: Excuse me, Is this your hat?
   B: Yes, it is.
   A: And are these your gloves?
   B: Yes, they are. Thanks.
   A: Is this your newspaper?
   B: No, it isn't.

2. A: Here's your coat. And is this your jacket?
   B: No, it isn't.
   A: And are these your gloves?
   B: Yes, they are.
   A: Is this your umbrella?
   B: Yes, it is. Thank you.

3. A: John, are these your papers?
   B: Yes, they are.
   A: Are these your keys?
   B: No, they aren't.
   A: And is this your briefcase?
   B: Yes, it is. Thank you. Have a nice day.

UNIT 3: WHAT DO YOU DO?

READING/MATCH-Page 23

1. presser - presses or irons garments
2. seamstress - sews garments
3. bundler - bundles garment pieces and passes out the bundles
4. special machine operator - operates special sewing machines
5. cutter - cuts garment pieces
6. sample maker - sews sample garments

WRITING-Page 23

1. bundler - bundles garment pieces and passes out the bundles
2. seamstress - sews garments
3. special machine operator - operates special sewing machines
4. sample maker - sews sample garments
5. cutter - cuts garment pieces
6. presser - presses and irons garments
7. -

GRAMMAR POINT-Page 24

Exercise 1

1. sews
2. bundles
3. cut
4. irons
5. operate
6. sew
7. work
8. cuts

Exercise 2

1. presses
2. cuts
3. irons
4. fixes
5. sews
6. washes
7. passes out

READING-Page 25

1. Mimi is a seamstress.
2. She works at Momentum, Inc.
3. She works from 7:30 to 4:00.
4. She works for Bob and Liangkie.
5. She sews winter garments, mostly ski jackets and pants.

WRITING-Page 26

There may be more than 1 correct answer, but the following are target answers for this exercise.

1. What
2. Where
3. Where
4. What
5. How
6. How, What
7. When, Where, How
8. Who, Where, How
9. When, Where, How
10. Who
11. How long

LISTENING-Page 26

1. Where do you work?
2. Who do you work for?
3. When do you start work?
4. How are you today?
5. How long have you worked at Momentum?
6. When do you finish work?
7. When do you work?
8. What do you do?
9. Who is your English teacher?
10. Where do you work?

WRITING-Page 27

Exercise 1

1. What do you do?
2. Where do you work?
3. What/Where/When/Why do you sew?
4. When/Where do you eat lunch?
5. Who do you work for?
6. Why do you work/sew?
7. How long have you worked at Momentum?

Exercise 2

1. What is your name?
2. Where are you from?
3. What do you do?
4. Where do you work?
5. When do you begin work?
6. Who do you work for?

Exercise 3

Target questions:

1. What is your name?
2. Where are you from?
3. What do you do?
4. Where do you work?
5. What do you sew?
6. When do you begin work?
7. When do you finish work?
8. When/Where do you eat lunch?
9. What is your telephone number?
10. How long have you worked at Momentum?

UNIT 4: WHAT ARE YOU DOING RIGHT NOW?

GETTING READY-Page 30

1. a sewing machine
2. a bundle
3. labels
4. seams
5. fabric
6. pattern pieces
7. buttons
8. a sewing foot
9. chalk
10. a garment
11. fabric pieces

LISTENING-Page 32

1. a. I'm sewing on the labels.
   b. I'm sewing on a zipper.
   c. I'm sewing the seams together.

2. a. I'm sewing the seams together.
   b. I'm ripping the seams.
   c. I'm sewing on a zipper.

3. a. I'm sewing on the labels.
   b. I'm sewing on the buttons.
   c. I'm sewing on a zipper.

4. a. I'm sewing the seams together.
   b. I'm sewing on the labels.
   c. I'm ripping the seams.

5. a. I'm sewing on the labels.
   b. I'm sewing on the buttons.
   c. I'm sewing the seams together.

LISTENING-Page 35

1. a. I'm cutting out fabric pieces.
   b. I'm marking lines on the fabric.
   c. I'm laying out pattern pieces.

2. a. I'm sewing fabric pieces together.
   b. I'm pinning pattern pieces to the fabric.
   c. I'm cutting out fabric pieces.

3. a. I'm pinning pattern pieces to the fabric.
   b. I'm marking lines on the fabric with chalk.
   c. I'm laying out pattern pieces.

4. a. I'm ironing the garment.
   b. I'm checking out the garment.
   c. I'm sewing fabric pieces together.

5. a. I'm ironing the garment.
   b. I'm measuring myself.
   c. I'm checking out the garment.

6. a. I'm cutting out fabric pieces.
   b. I'm laying out pattern pieces.
   c. I'm marking lines on the fabric with chalk.

7. a. I'm ironing the garment.
   b. I'm measuring myself.
   c. I'm sewing fabric pieces together.

8. a. I'm sewing fabric pieces together.
   b. I'm pinning pattern pieces to the fabric.
   c. I'm cutting out fabric pieces.

READING-Page 37

The order of the sentences below may vary. Discuss differences with students.

1. Measure myself.
2. Lay out pattern pieces.
3. Pin pattern pieces to the fabric.
4. Mark lines on the fabric.
5. Cut out pattern pieces.
6. Sew fabric pieces together.
7. Check out the garment.
8. Iron the garment.

LISTENING-Page 40

1. a. I'm changing the sewing foot.
   b. I'm oiling the sewing machine.
   c. I'm threading the sewing machine.

2. a. I'm oiling the sewing machine.
   b. I'm threading the sewing machine.
   c. I'm talking with Liangkie.

3. a. I'm taking a break.
   b. I'm tying up the bundles.
   c. I'm talking with Liangkie.

4. a. I'm changing the sewing foot.
   b. I'm threading the sewing machine.
   c. I'm oiling the sewing machine.

5. a. I'm tying up a bundle.
   b. I'm taking a break.
   c. I'm threading the sewing machine.

6. a. I'm talking with Liangkie.
   b. I'm taking a break.
   c. I'm tying up a bundle.

READING-Page 44

1. yes
2. no
3. no
4. yes
5. no

UNIT 5: READING SIGNS AT MOMENTUM

WRITING (SIGNS AROUND THE BUILDING)-Page 48

a. Elevator
b. Stairs
c. Escalator
d. Up
e. Down
f. Push
g. Pull
h. Open
i. Closed
j. Enter
k. Exit

WRITING (RESTROOM SIGNS)-Page 49

a. Employees Only
b. Men
c. Women
d. Caution - Wet Floor
e. Please Conserve Water
f. Hot
g. Cold

WRITING (SAFETY SIGNS)-Page 50

a. Flammable
b. Poison
c. Combustible
d. No Smoking
e. Do Not Enter
f. Keep Out
g. Danger
h. Caution

WRITING (SIGNS ON EQUIPMENT / MACHINES)-Page 51

a. Broken
b. Out of Order
c. Punch In
d. Punch Out
e. On
f. Off

WRITING (TRAFFIC SIGNS)-Page 52

a. Walk
b. Don't Walk
c. Bus Stop
d. Stop
e. No Passengers
f. Go

READING SIGNS-Page 53

Exercise 1

1. Enter	Exit
2. Up	Down
3. On	Off
4. Punch In	Punch Out
5. Push	Pull
6. Hot	Cold
7. Walk	Don't Walk
8. Open	Closed

READING SIGNS-Page 53

Exercise 2

1. Danger
2. Keep Out
3. Fire Escape
4. No Smoking
5. Phone
6. Caution
7. Men
8. Women
9. Employees Only
10. Out of Order

Exercise 3

Restroom Signs

Women
Conserve Water
Hot
Cold
Men

Traffic Signs

Walk
Stop
Don't Walk
No passenger

Signs on Machines

Off
Out of order
On
Broken

Signs Around the Building

Open	Closed
Enter	Exit
Push	Pull
Up	Down
Phone	Stairs
Fire Escape	

Momentum, Inc.

Module 5

Piecing It All Together

Project
EXCEL

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655 Geary Street
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LISTENING SCRIPT AND ANSWER KEY

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Momentum, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Momentum, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

MOMENTUM, INC.

Momentum, Inc. is an outerwear design development and engineering company. This is a new direction for the company since its inception in 1985.

Momentum, Inc. has changed from a manufacturing/contracting firm to a design/manufacturing firm. This business transformation requires greater worker involvement, and thus the need for improved communication and critical thinking skills.

As a manufacturing company prior to the transformation, workers at Momentum would mass produce garments, repeating the same sewing procedures. As a design engineering firm, workers at Momentum are asked to read complicated spec sheets and sewing instructions, and participate in small group meetings in order to determine the sewing procedure for each new design. Production is smaller-scaled and more multi-faceted. The most important aim for workplace literacy training to the Momentum management is for its workers to read and comprehend spec sheets and actively participate in the design and sewing process.

Curriculum Designed for Momentum, Inc.

The curriculum for Momentum, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Momentum, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Momentum, Inc. and received consistent feedback from the Momentum management and workers before the curriculum was finalized. The goals and objectives of each module are explained on the cover of the modules.

Project
EXCEL

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TEACHING GUIDE

This module is specifically designed for limited English proficient adults who need to learn basic skills and language in order to function effectively at Momentum, Inc. At the beginning of the training program, the English proficiency level of the workers in this class ranged from literacy to ESL level 100. The students are from China and Hong Kong. Their native languages are Mandarin, Cantonese and two other Chinese dialects. While some students have never received formal education in their native countries and are therefore illiterate in their native languages, others have limited education (4 to 5 years) in their native countries. Some have never taken an English class in the United States while others have taken a semester or two of Adult Basic Education at a local adult learning center. Most of the worker students in this class have been exposed to four modules of general English and workplace specific curriculum already.

This text is a beginning, competency-based text that attempts to integrate coping skills and functional language with essential language forms, vocabulary, and cultural information needed for the American workplace.

There is a wide variety of activities within each unit to reinforce language use. Each unit affords practice in listening, speaking, and some reading and writing. Lessons are self-contained and lend themselves to a format in which one or two activities may be completed within a one hour class period. Teachers may choose to expand, rearrange, or omit a particular activity when appropriate.

The information below highlights special features and activities included in the student workbook along with some suggestions on how to teach them. There are also additional suggestions to provide extended practice for students.

Visuals

Visuals are a vital part of teaching. Pictures, hand drawings, photographs and real objects add realism and relevance to the learner and enable students (especially beginning students) to attach immediate meaning to a situation. Every competency can be pre-taught by using visuals. They can be used to help introduce a context and generate key vocabulary. Flashcards are great tools to have for beginning classes. The teacher can create sets of flashcards with pictures in this module. The cards can be used to introduce new words and lend themselves to quick, periodic review of key vocabulary and expressions.

Tape

All dialogues and listening activities are pre-recorded on tape. The tape gives students opportunities to hear different voices and speaking styles. It also affords consistent repetitious listening which is greatly needed in a beginning class.

Dialogues

Dialogues introduces the language in context and the competency. The dialogues are intentionally short, no more than five to six lines, to ensure easy listening and repetition. The following steps are recommended in the presentation of a dialogue:

1. Setting the Scene

Use visuals in the text to generate an impression of what the dialogue might be about and what language might be used. Teach core vocabulary and expressions so that students are prepared to comprehend the dialogue.

2. Listening to the Dialogue

Once the scene is set, the class listens to the dialogue on tape. The dialogue may be played several times for discussion of meaning and oral practice. The teacher can play the tape and stop at the end of a phrase or sentence for students to repeat after it. This way the teacher can check their listening and give them opportunities for oral practice.

3. Repetition of the Dialogue

Once students demonstrate an understanding of the dialogue, the teacher can model the dialogue for further repetition. First, the teacher repeats all the lines of the dialogue and the students repeat after her. Then the teacher takes one role, (A), and the students, (B). The roles are reversed for another round of practice. Next, the teacher divides the class in half. One half assumes one role, the other half, the other role. Finally, pairs of students practice the dialogue on their own while the teacher circulates to listen for problem areas, offering assistance as needed.

4. Drills

As the teacher is practicing the dialogue, it may become obvious that additional drilling of particular phrases needs to be introduced before the dialogue as a whole can be practiced. Aside from the repetition drill mentioned above, a teacher may need to introduce other mechanical drills such as chain, substitution, and transformation drills for further practice to make the new language natural. If students have difficulty repeating a phrase, a "backward buildup" may be used.

5. Further Practice

On subsequent days, further practice of the dialogue can be carried out in small groups or in pairs. The teacher can cut up the dialogue into strips. The students are to figure out the order of the strips and then practice the dialogue among themselves once they have the dialogue in front of them. Later, A and B strips may be assigned to each pair partner to make the oral practice more challenging. One partner gets the A strips and the other, B strips. They are reminded not to look at each other's lines. They must listen carefully to each other to proceed through the dialogue. This exercise allows for good listening, speaking and reading practice.

Another good tried and true exercise to do is a cloze exercise on the board. The teacher can write a dialogue on the board with randomly missing words. The lines of the dialogue are numbered for easy correction. Individual students are called to fill in the missing words on different lines. When done, the teacher goes over the grammar and the spelling. Next, the teacher can do a "disappearing board" activity. The dialogue is repeated several times, each time the teacher erases a few more words. This is done until the students can say the dialogue with very little or no written prompts. Finally, a few students may be called upon to act out the dialogue.

Listening Activities

Listening exercises are provided and recommended to check student comprehension of the material presented. Listen and circle or label activities are used to help guide students with their listening and make them accountable for their listening efforts. The teacher can play the tape several times. Once for the students to listen to and perform the task at hand and a second time to confirm their listening comprehension. The students can then switch papers to correct each other's answers. This allows for another opportunity to listen. When the class goes over the exercise together as a whole, the teacher should play the tape one more time for corrections. Because the students are at a beginning level, they usually do not mind repetitious listening. When the students are asked to correct each other's papers, it enhances their ability to self-monitor which is a good language learning skill to acquire at the earliest stages of second language acquisition.

Role plays

Role plays allow students to practice the language previously learned in a semi-real context. The students must bring to the exercise linguistic as well as sociolinguistic competence. Role plays are introduced at the end of a unit and is carried out in similar steps every time. Role play activities are recommended to be carried out in the following steps:

1. The teacher uses the picture in the text to set the scene and generate key vocabulary. Please refer to page 54 of the text.

2. Both the teacher and the students work together to generate a dialogue. The teacher should have a model dialogue in mind before she begins the dialogue solicitation process. The job of the teacher at the board is to prompt the students for a response. The teacher may also need to pantomime the scene for the students. For example:

   T: Mary and Susan are friends. Mary is a seamstress. Mary made a skirt for Susan over the weekend. Mary gave the skirt to Susan and would like her friend to try it on. What should Mary say to Susan?
   S: **Susan, try on this skirt. Good fit for you?**
   T: Good. Let's write the conversation on the board. You tell me the words and I'll write them up here.
   (Teacher writes on the board:
   Mary: Susan, try on this skirt. Good fit for you?)
   Now look at the picture. What should Susan say?
   S: **No. The skirt is too loose.**
   T: Wow...Let's be more polite. They are good friends. They should be nice to each other.
   S: **Oh, thank you for skirt. Nice color. Nice design. But the skirt is too loose.**
   (Teacher writes on the board:
   Susan: Oh, thank you for skirt. Nice color. Nice design. But the skirt is too loose.)
   Now what should Mary say?

   The teacher and the students continue in the same manner until a complete four to five line dialogue is produced. The teacher then goes over to clean up the dialogue for proper structure and appropriateness. Allow time for the students to copy down the dialogue. Teacher and students then practice the dialogue together.

3. When the students are comfortable with the dialogue, the teacher refers to the following page of the role play for ways to change the dialogue. Content words are changed but the structure and format of the dialogue stay the same. Students practice the dialogue in pairs referring to the pictures or cues on the page. When the students are ready, several may be called to the front of the class to role play with the teacher. Eventually the teacher should be replaced by a student too.

4. To vary the dialogue, the teacher can introduce other ways to express the same idea of certain lines in the dialogue. For example: Try on this skirt.

   Please put on the skirt for me.

   The skirt is too loose.

   I think the skirt is too loose.

   The students practice the variations with the teacher and then among themselves until they are comfortable. Heed the urge to introduce too many variations.

5. Students can again be asked to role play varying contexts with the teacher in front of the class. To make the second time more interesting, the teacher can vary the tone or the mood of the characters just a little. For example:

   S: Here Susan. Try on this skirt.
   T: No. It's too big. Look at the waist. It's 36 inches! I'm not that big!

   Some students will adjust to changing situations better than others. If a student stumbles upon a response, the teacher and students can work together to come up with an appropriate one. The emphasis at this point of the exercise is on the appropriateness and flow of the dialogue, not so much the grammatical accuracy of speech.

Reading and Writing Activities

Most of the reading and writing done in class is at the word or sentence level. Here are some activities suggested for reinforcing students' reading and writing skills:

1. Picture-Word/Sentence Match-up

This exercise works well as a paired activity. Person A has a set of pictures and person B has a set of matching words. The two students work together to make appropriate matches. Make sure each partner understands his or her role in the exercise so that one does not do the work for the other. This allows the slower students an opportunity to contribute. A mini dialogue may be introduced later to make the exercise more communicative. For example:

A: What's the matter with this skirt? (A points to a picture)
B: The skirt is too loose. (B looks at the picture and responds)
A: That's right.

Partners take turns pointing and answering.

2. Dictations

Dictations reinforce with writing the content which has been previously practiced orally. They help students correlate written English with spoken English. The teacher reads the words or sentences at normal speed and the students write the words perceived by them on a piece of paper. If they do not catch all the words, they should be allowed to ask for repetition as often as necessary. The teacher should also provide the spelling of words that may be difficult for students to spell. For this exercise, structure is the focus, not spelling. Some students may feel the need to peek into their workbooks or at others' papers. We allow for this because students must know what to look for and where to look for words to fill the gaps. Students are then paired or grouped to compare and correct each other's sentences. The teacher circulates around the room for assistance. Several students are then called to put their sentences on the board. By the time the words or sentences are written on the board, they are usually 90% correct. The teacher then goes over the remaining problem areas.

For a low level class, a teacher can help students out by drawing blanks for words in each sentence on the board during correction time. Students go up to the board to write sentences out according to the number of blanks drawn. The teacher checks for problems, and then proceeds to have the class repeat the corrected sentences. To provide further oral practice, the teacher can do a "disappearing board trick." The teacher erases more and more words from the board until students can eventually repeat the sentences without much or any written representation at all.

3. Crossword Puzzles

Crossword puzzles enhance spacial recognition and spelling of words. Students may work alone or in pairs and then correct each other's work.

Listed above are just some of the more popular interactive reading and writing activities used in ESL classrooms. Other cooperative and task-oriented activities are included throughout the module. We recommend frequent browsing of ESL books for inspiration and ideas for lively communicative language teaching.

Acknowledgement of contribution to Module 5 course material:

Pamela Breyer; Grammar Work (Book 1); Prentice Hall Regents.

Tina K. Carver and Sandra D. Fotinos; A Conversation Book-English In Everyday life (Book 1); Prentice Hall, Inc.

Eunice Lew; Sewing Curriculum; developed for classes sponsored by the Ladies Garment Union in San Francisco.

Steven J. Molinsky and Bill Bliss; ExpressWays (Book A); Prentice Hall Regents.

Myrna Rabinowitz; Sewing, an English as a Second Language Workbook for Beginners.

OBJECTIVES OF MODULE 5

Module 5 introduces five new competencies related to the work and communication at Momentum, Inc. while reviewing and reinforcing materials taught in the previous four modules. In this module, workers will identify and name fabrics used at Momentum by sight. They will also learn to recognize the written form of fabric names which will inevitably help them in reading the company inventory sheet and clothing labels. Following a unit on reading a simplified company inventory sheet, the workers will learn to identify and name fabric designs used at Momentum and express their opinions on whether designs and colors match well together or not. The longest unit in the module is dedicated to naming basic parts of a garment which will eventually lead to naming parts of a typical Momentum ski jacket. Finally, the last unit touches on describing common sewing problems and suggesting solutions to the described problems.

The students will specifically be able to:

1. recognize and name fabric types used at Momentum.
2. express their opinions on whether the fabric type is easy or difficult to sew.
3. identify the written form of fabric names and learn to read and comprehend a simplified company fabric inventory sheet.
4. read and pick out specified information from clothing labels.
5. interpret the percentages that usually appear on fabric content labels.
6. understand the necessity of company inventory sheets and fill out parts of an inventory grid.
7. identify and name fabric designs used at Momentum and express their opinions on whether certain designs and colors match well or not.
8. identify and name parts of a garment and a typical Momentum ski jacket.
9. describe common sewing problems and suggest solutions to remedy the problems.

UNIT 1: MOMENTUM FABRICS

Vocabulary:

gortex
suede
tapestry
linen
polarfleece
leather
fake fur
polyester
pellon
wool
rayon
denim
nylon
velcro
corduroy
acetate
cotton
spandex

GETTING READY

1. Look at the pieces of fabric on the teacher's table. Can you name them all?

2. Look at the fabric names in the box above. Circle the ones you don't know.

3. Write down the names of fabric you use all the time at Momentum:

   ____

   ____

4. Write the names of fabric that you **like** to sew: Why?

   ____

5. Write the names of fabric that you **don't like** to sew: Why?

   ____

6. What is special about GORTEX ?

   ____

READING

Exercise 1. Look at the pieces of fabric on the teacher's table. Each piece of fabric has a number on it. Match the number of the fabric to the words below.

#5 polarfleece

_____ suede

_____ cotton

_____ acetate

_____ nylon

_____ polyester

_____ denim

_____ pellon

_____ fake fur

_____ gortex

_____ leather

_____ linen

_____ rayon

_____ spandex

_____ corduroy

_____ tapestry

_____ velcro

_____ wool

Exercise 2. Can you guess the words below? Say the words and fill in the missing letters.

1. n y l o n
2. p _ l l _ n
3. w _ _ l
4. d _ n _ m
5. c _ t t _ n
6. g _ r t _ x
7. s _ _ d e
8. t _ p _ s t _ y
9. f _ k e f _ r

7. l _ n _ n
8. p _ l y _ s t _ r
9. l _ _ t h _ r
10. v _ l c r _
11. r _ y _ n
12. p _ l _ r f l _ _ c e
14. a c _ t _ t e
15. c _ r d _ r _ y
16. s p _ n d _ x

CUT and TAPE

Look at the fabric scraps on the table. Pick up a pair of scissors and cut small sample pieces to tape on top of the fabric names below.

1. gortex	2. polarfleece	3. corduroy
4. denim	5. leather	6. suede
7. acetate	8. rayon	9. nylon
10. cotton	11. linen	12. spandex
13. polyester	14. wool	15. fake fur
16. tapestry	17. pellon	18. velcro

Useful Expressions:

What kind of fabric is this? easy to sew

What kind of fabric is that? difficult to sew

YOUR OPINION

Look at the fabric names below. Decide if the fabric is EASY or DIFFICULT to sew. Check off (✓) your opinion.

	EASY TO SEW	DIFFICULT TO SEW
1. gortex	______	______
2. cotton	______	______
3. corduroy	______	______
4. wool	______	______
5. tapestry	______	______
6. rayon	______	______

DIALOGUE

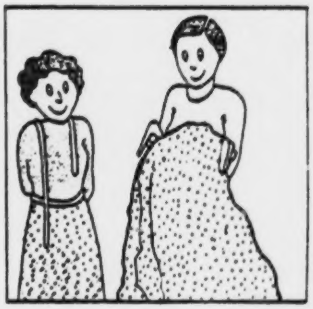
Dialogue 1. What kind of fabric is this?

Wing Yee: Ling, **what kind of fabric is this?**

Ling: This is tapestry.

Wing Yee: This is difficult to sew.

Ling: I know.



Dialogue 2. What kind of fabric is that?

Gong: Mimi, **what kind of fabric is that?**

Mimi: That is rayon.

Gong: That is easy to sew.

Mimi: Maybe. I don't know.

LISTENING

Listen to the conversations on tape. Circle the fabric name and write:

E = for EASY to sew fabrics
D = for DIFFICULT to sew fabrics

1. gortex	[✓ polarfleece]	polyester	/
2. denim	cotton	linen	____
3. rayon	pellon	nylon	____
4. acetate	wool	suede	____
5. polarfleece	polyester	pellon	____
6. linen	cotton	corduroy	____
7. wool	gortex	polarfleece	____
8. tapestry	corduroy	polyester	____
9. leather	tapestry	fake fur	____
10. linen	wool	rayon	____

PAIR PRACTICE

Work with a partner. Look at the fabric scraps in your envelope. Ask each other the names of the fabric and decide if the fabric is EASY or DIFFICULT to sew.

Example: A: What kind of fabric is this?
B: This is cotton.
A: Is it easy to sew?
B: Yes, it is.

A: What kind of fabric is this?
B: This is tapestry.
A: Is it easy to sew?
B: No, it isn't. It is very difficult to sew.

Vocabulary:

summer fabric	winter fabric
cool	warm
light	heavy

READING

Put a check (✓) next to the correct answer.

1. What do you wear in the summer?

____ heavy fabric
__✓__ light fabric
____ wool

2. What do you wear in the winter?

____ heavy fabric
____ light fabric
____ cotton

3. Which fabrics are **cool** for the summer?

____ wool ____ corduroy
____ cotton ____ linen

4. Which fabrics are **warm** for the winter?

____ rayon ____ wool
____ linen ____ leather

5. Wool is ____ cool.
____ light.
____ warm.
____ heavy.

Cotton is ____ cool.
____ light.
____ warm.
____ heavy.

WRITING

Look at the list of Momentum fabrics on page 1. Write down the fabrics for the summer and the winter.

SUMMER FABRICS	WINTER FABRICS
cotton	wool

DIALOGUE

Salesperson: Excuse me, may I help you?

Guo Xiang: Yes. I'm looking for some light fabric for the summer.

Salesperson: How about some cotton? They are on sale.

Guo Xiang: Alright.

Salesperson: Please follow me.

WRITING

Mimi wants to buy some heavy fabric. Fill in the missing words to the dialogue below.

Salesperson: Excuse me, may I help you?

Mimi: Yes, I'm looking for some ___________ fabric for the ___________________.

Salesperson: How about some __________? They are on sale.

Mimi: Good.

Salesperson: This way please.

PAIR PRACTICE

Practice the dialogues on the previous page with a partner. Use suggestions below for your practice.

1. heavy fabric, wool
2. light fabric, cotton
3. cool fabric, linen
4. warm fabric, corduroy
5. summer fabric, cotton
6. winter fabric, wool

Useful Expressions:

Percentages (%)

What is this made of?	This is made of ____________.
What kind of fabric is this?	This is ________________.
What kind of fabric is that?	That is ________________.

DIALOGUES

Dialogue 1. What is this jacket made of?

Wing Yee: **What is this jacket made of?**

Sheng Min: This jacket is made of 100% wool.

Wing Yee: It must be expensive.

Dialogue 2. What kind of fabric is this?

Ding Ho: **What kind of fabric is this?**

Kit Yee: This is 50% rayon and 50% polyester.

Ding Ho: How do you know?

Kit Yee: Read the label.

Dialogue 3. What kind of fabric is that?

Gui Lan: **What kind of fabric is that?**

Mie Ling: That is 50% cotton, 25% rayon and 25% polyester.

Gui Lan: Are you sure?

Mie Ling: Yes. Check the label.

GRAMMAR FOCUS

Fill in the missing word in each sentence with :

It	They	This	That

Then practice the questions and answers with a partner.

1. What is this blouse made of?

   ___It___ is made of nylon.

2. What are these pants made of?

   __________ are made of polyester.

3. What are these shoes made of?

   __________ are made of leather.

4. What is this shirt made of?

   __________ is made of cotton.

5. What is this skirt made of?

   ________ is made of 50% rayon and 50% polyester.

6. What kind of fabric is this?

   ________ is linen.

7. What kind of fabric is that?

   _________ is corduroy.

8. What kind of material is that?

   _________ is 75% cotton and 25% polyester.

9. What kind of material is this?

   ________ is 40% rayon and 60% cotton.

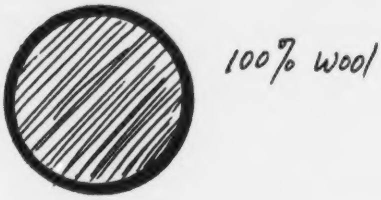
10. What kind of fabric is that?

    _______ is 100% linen.

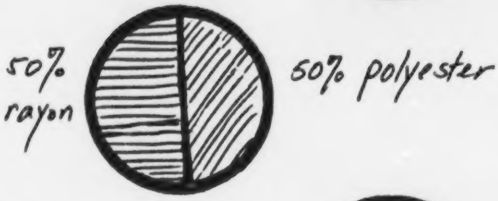
READING

Read the labels. Shade in the percentages in the circles below.

1. 100% cotton
   M

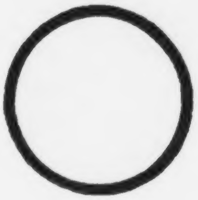


2. 50% rayon
   50% polyester
   XL

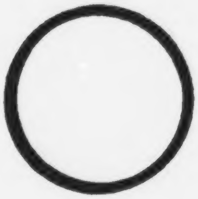


3. 75% cotton
   25% rayon
   S

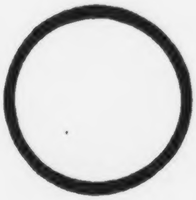
4. 50% nylon
   25% rayon
   25% polyester
   XS



5. 40% polyester
   60% nylon
   M

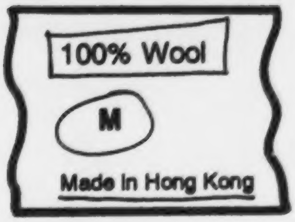


6. 60% cotton
   10% nylon
   30% polyester
   L



7. 75% wool
   25% polyester
   S

READING



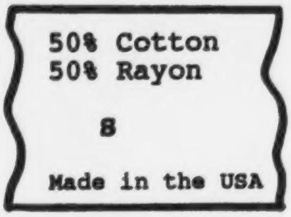
Look at the labels below. For each label:

Circle the size.

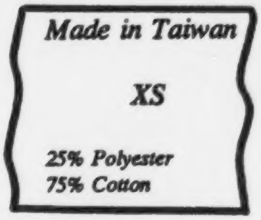
Box the fabric content.

Underline the country where the garment is made.

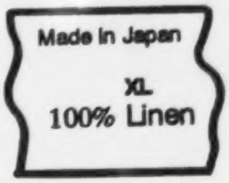
1.



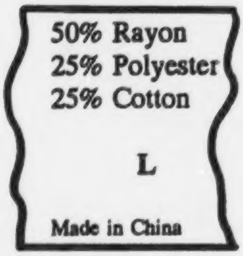
2.



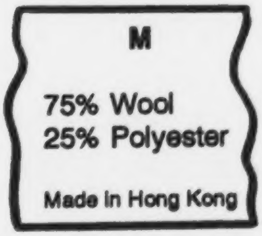
3.



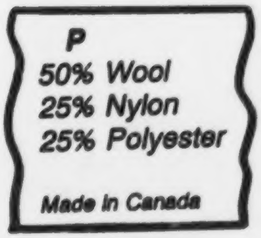
4.



5.



6.



LISTENING

Listen to the conversations on tape and write down the percentages you hear.

1. 50% polyester
   50% cotton

2. ______ nylon
   ______ denim

3. ______ linen
   ______ polyester

4. _____ cotton
   _____ rayon
   _____ nylon

5. _____ nylon
   _____ corduroy

6. _____ polyester
   _____ cotton
   _____ rayon

PAIR PRACTICE

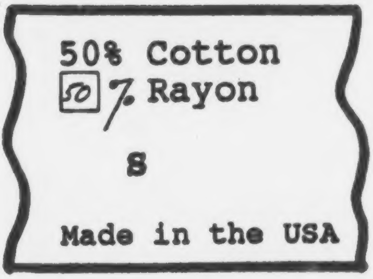
Fill in the missing percentages. Then work with a partner and ask each other some questions about the labels.

Example: A: What is the size?
B: It's SMALL.

A: What is the garment made of?
B: It's made of 50% cotton and 50% rayon.

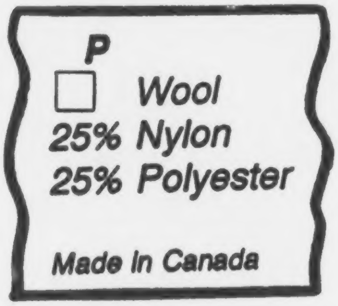
A: Where is the garment made?
B: It's made in the USA.

1.



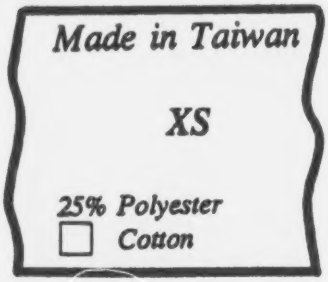
50% Cotton
☐ 50 % Rayon
S
Made in the USA

2.



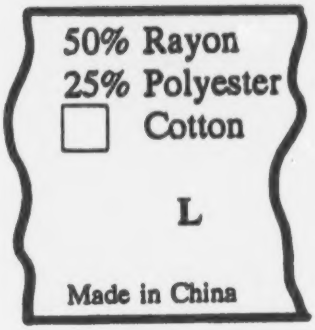
P
☐ Wool
25% Nylon
25% Polyester
Made in Canada

3.



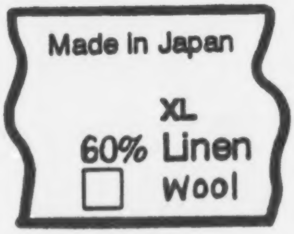
Made in Taiwan
XS
25% Polyester
☐ *Cotton*

4.



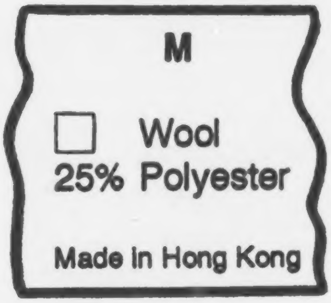
50% Rayon
25% Polyester
☐ Cotton
L
Made in China

5.



Made in Japan
XL
60% Linen
☐ Wool

6.



M
☐ Wool
25% Polyester
Made in Hong Kong

UNIT 2: READING THE FABRIC INVENTORY FORM

Vocabulary:

Inventory	Sub-Total	Grand Total
Quantity (QTY)	Miscellaneous (Misc.)	

GETTING READY

1. Look at the form on the next page. What is the name of the form?

   ____

2. What is an inventory? Why is it important?

3. How often do you take inventory of fabric and other materials at Momentum?

4. Who usually takes inventory at Momentum? Who checks it?

5. What do you take inventory of at home?

READING

	MOMENTUM FABRIC INVENTORY						
	COLORS						
MATERIAL (in yards)	black	white	brown	red	green	blue	SUB-TOTAL
1. gortex	30	12½	25	39	28	42½	177
2. polarfleece	47	0	52	25½	12	35½	172
3. cotton	0	60	12½	21½	0	55	149
4. polyester	25½	5	19	40	4	30½	124
5. acetate	10	8½	10½	15	7½	25	76½
6. denim	25	0	0	0	0	105	130
7. leather	12½	0	40	0	4½	15½	72½
8. suede	14½	0	52½	0	0	25	93
9. corduroy	12	5½	57	8½	0	22½	105½
10. linen	20	49	14½	13½	16	30½	143½
11. tapestry	22	12½	33½	42	0	4	114
12. pellon	50	75	0	0	0	0	125
13. Misc.							
						GRAND TOTAL:	1482

Read the chart above. Write down the answers to questions below.

a. How many colors are on the chart? 12 colors

b. How many kinds of material? ________

c. How many yards of red gortex? ________

d. How many yards of black corduroy? ________

e. How many yards of blue denim? ________

f. How many yards of white pellon? ________

g. How many yards of fabric in TOTAL? ________

LISTENING

Listen to the number of yards of material on tape.
Write down the number of yards in the correct part of the chart.
Then add up the sub-totals and the grand total.

MATERIAL (in yards)	MOMENTUM FABRIC INVENTORY						SUB-TOTAL
	COLORS						
	black	white	brown	red	green	blue	
1. gortex	30	12½	25			42½	
2. polarfleece	47		52	25½			
3. cotton		60	12½		0		
4. polyester	25½	5	19			30½	
5. acetate	10	8½		15	7½		
6. denim		0	0		0		
7. leather	12			0	4½	15½	
8. suede	14½	0		0	0		
9. corduroy		5½		8½	0	22½	
10. linen	20		14½			30½	
11. tapestry		12½			0	4	
12. pellon	50	75		0		0	
13. Misc.#	45½						
					GRAND TOTAL:		

INFORMATION GAP

Work with a partner.
Your partner has the missing information you need.
Ask him or her for the missing information.
Then add up the sub-totals and the grand total.

Example: A: How many yards of black nylon do we have?

B: We have 24 yards.

A: Excuse me?

B: 24 yards.

PARTNER A

MATERIAL (in yards)	MOMENTUM FABRIC INVENTORY						SUB-TOTAL
	COLORS						
	black	white	brown	red	green	blue	
1. gortex	30		25	39	28		177
2. polarfleece	47	0	52		12	35½	172
3. cotton	0	60		21½	0		
4. polyester		5	19	40	4	30½	124
5. acetate	10		10½		7½	25	76½
6. denim	25	0	0	0	0	105	
7. leather	12½	0		0		15½	
8. suede	14½	0	52½	0	0		93
9. corduroy		5½	57	8½	0	22½	
10. linen	20	49	14½	13½	16		143½
11. tapestry		12½		42	0	4	
12. pellon	50		0	0	0	0	125
13. Misc.							
						GRAND TOTAL:	

INFORMATION GAP

Work with a partner.
Your partner has the missing information you need.
Ask him or her for the missing information.
Then add up the sub-totals and the grand total.

Example: A: How many yards of black nylon do we have?

B: We have 24 yards.

A: Excuse me?

B: 24 yards.

PARTNER B

MATERIAL (in yards)	MOMENTUM FABRIC INVENTORY						SUB-TOTAL
	COLORS						
	black	white	brown	red	green	blue	
1. gortex		12½		39	28	42½	
2. polarfleece	47	0	52	25½			
3. cotton	0		12½	21½	0	55	149
4. polyester	25½	5	19		4	30½	124
5. acetate	10	8½	10½	15	7½	25	
6. denim	25	0	0	0	0		130
7. leather	12½	0	40	0	4½	15½	72½
8. suede		0		0	0	25	
9. corduroy	12	5½	57	8½	0		105½
10. linen	20		14½	13½	16	30½	
11. tapestry	22	12½	33½		0		114
12. pellon	50	75	0	0	0	0	125
13. Misc.							
					GRAND TOTAL:		

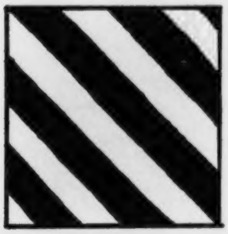
UNIT 3: FABRIC DESIGNS

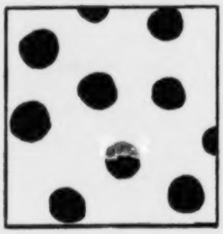
Vocabulary:

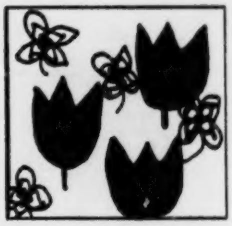
striped
plaid
floral
checkered
solid
polka-dotted
quilted
printed

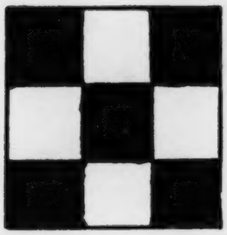
GETTING READY

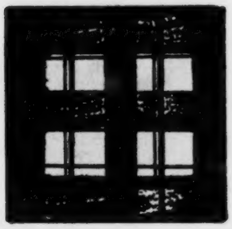
Can you describe the designs on the fabrics below? Write the name of the design under each picture. Check the spelling of words from the box above.

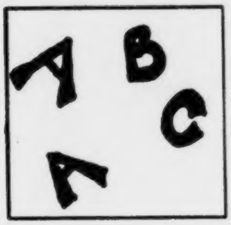
1.

striped

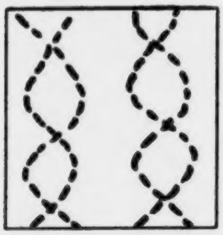
2.

______

3.

______

4.

______

5.

______

6.

______

7.

______

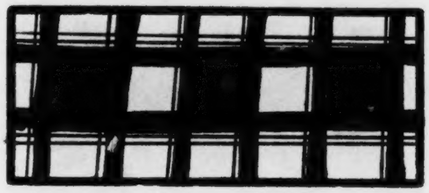
8.

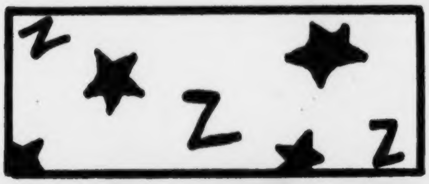
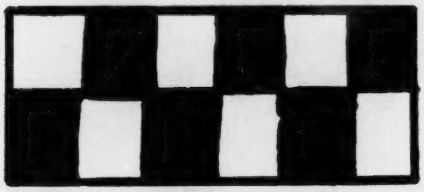
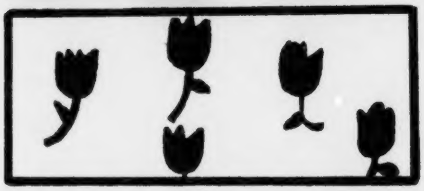
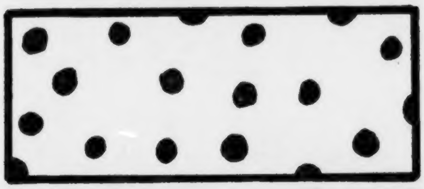
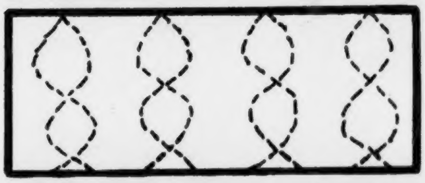
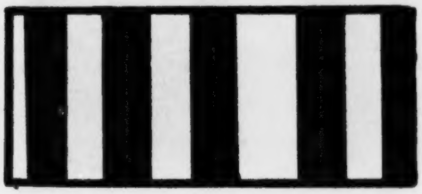
______

MATCHING

Match the fabric designs with words.

1. It's printed.
2. It's checkered.
3. It's plaid.
4. It's quilted.
5. It's solid / plain.
6. It's striped.
7. It's floral.
8. It's polka-dotted.



CUT and PASTE

Look through the old fashion magazines on the table. Cut sample fabric designs with scissors and paste them on the squares below.

1.

striped

2.

floral

3.

quilted

4.

solid

5.

printed

6.

polka-dotted

7.

plaid

8.

checkered

LISTENING

Look at the pictures on the table. Each picture has a number on it. Listen to the descriptions of the pictures on tape. Write down the picture number for each description.

Description 1. ________

Description 2. ________

Description 3. ________

Description 4. ________

Description 5. ________

Description 6. ________

YOUR OPINION

Look at the fashion DO and DON'T pictures on the table. Do all the pieces of clothing in each outfit match well? Check off (✓) your opinions below.

	MATCH WELL	DON'T MATCH WELL
Picture 1	______	______
Picture 2	______	______
Picture 3	______	______
Picture 4	______	______
Picture 5	______	______
Picture 6	______	______
Picture 7	______	______
Picture 8	______	______
Picture 9	______	______
Picture 10	______	______

Useful Expressions:

They match well.	Do they match well?
They don't match well.	Yes, they do.
	No, they don't.

DIALOGUE

Liangkie:	Come here, Ling.
Ling:	What is it?
Liangkie:	These two colors. **Do they match well?**
Ling:	Yes, they do. They match very well.
Liangkie:	These two fabric designs? **Do they match well?**
Ling:	No, they don't. They don't match well at all.

LISTENING

Listen to the conversations on tape. Check off (✓) the opinions you hear.

	MATCH WELL	DON"T MATCH WELL
1.		✓
2.		
3.		
4.		
5.		
6.		

PAIR PRACTICE

Review the dialogue on the previous page.
Then work with a partner. Look at the cards in your envelope.
Ask each other if the items on each card match well or not.
When you are finished, pass the envelope to the next partner group.

GROUP PRACTICE

Look at the items of clothing on your teacher's table.
Can you name all the items?
Help your teacher mix and match a good outfit:

1. for work
2. for play
3. for a party

UNIT 4: PARTS OF A GARMENT

Vocabulary:

front
back

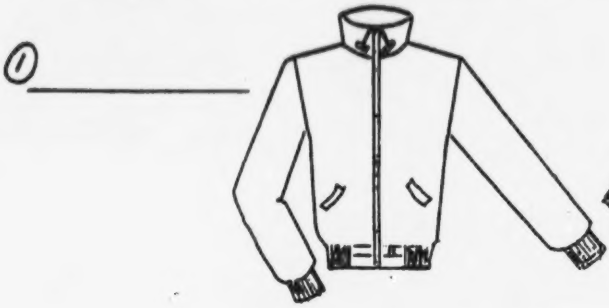
shell
insulation
lining

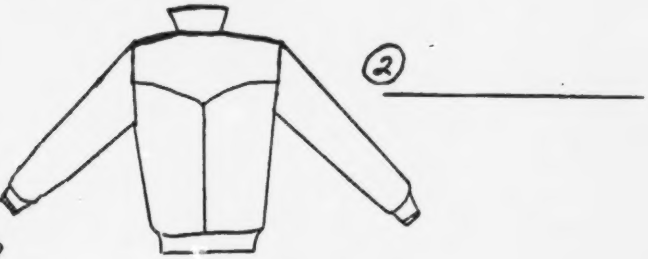
top / upper
middle
bottom / lower

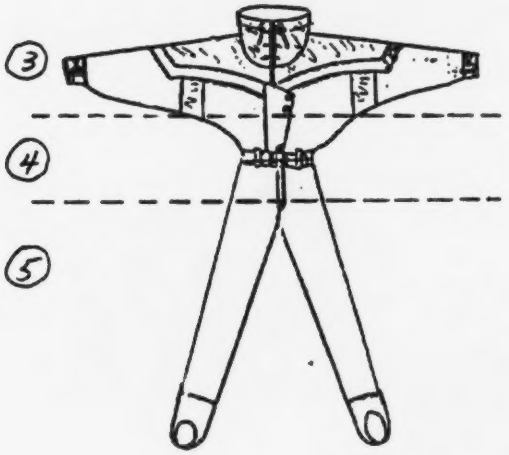
left
center
right

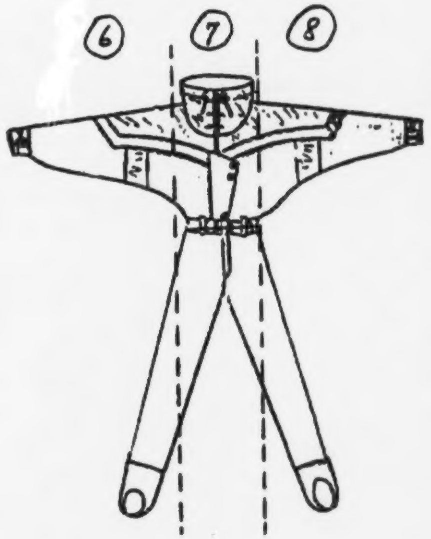
GETTING READY

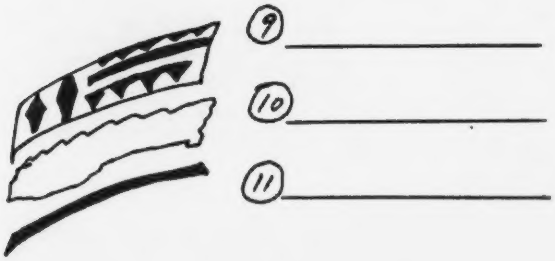
Label parts of the garment with words from above.











READING

Can you guess the words below? Say the words and fill in the missing letters.

1. s h e l l
2. b _ _ k
3. r _ g _ t
4. t _ p
5. l _ f t
6. l _ n _ _ g
7. l _ w _ r
8. f r _ _ t
9. i n s _ l _ t i o n
10. b _ t t _ m
11. u p _ _ r
12. m _ d d l _
13. c _ n t _ r

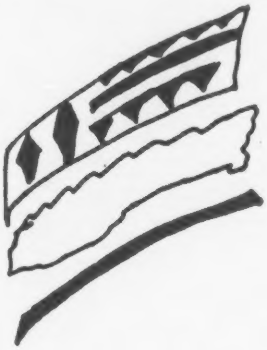
LISTENING

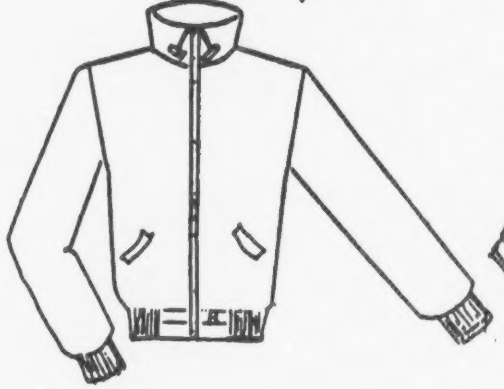
Listen to the instructions on tape and circle what you hear.

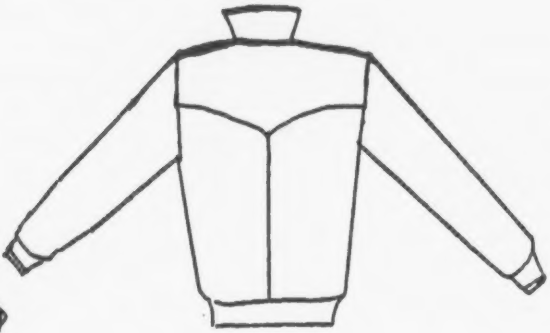
1.	middle	[✓ upper]	lower
2.	front	back	center
3.	right	left	center
4.	shell	lining	insulation
5.	left	bottom	top
6.	lining	left	lower
7.	middle	bottom	shell
8.	insulation	bottom	lining

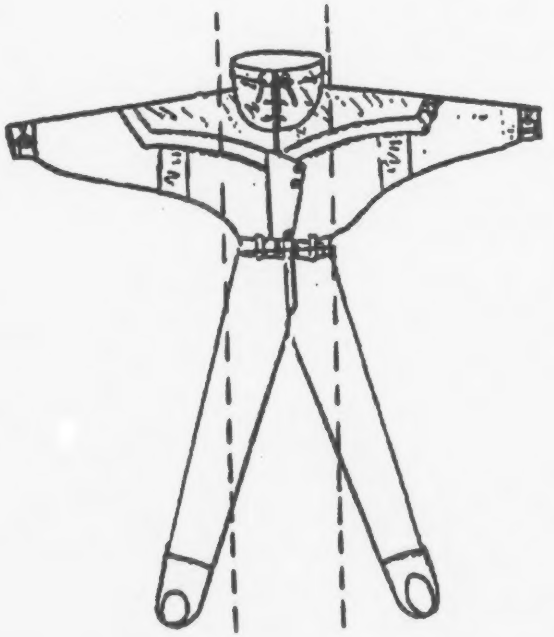
LISTENING

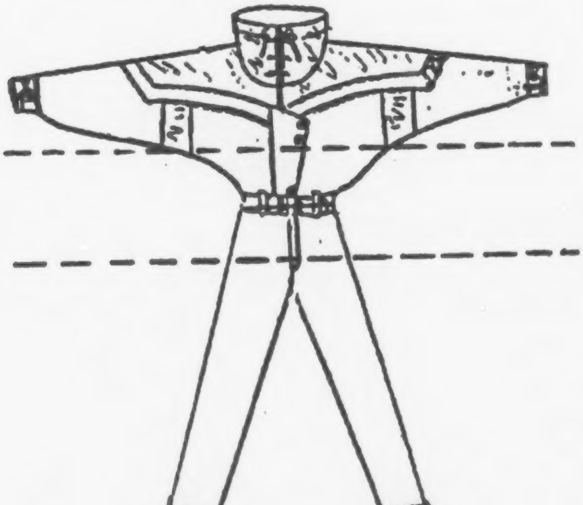
Listen to the instructions on tape. Label parts of the garment with numbers you hear on the pictures below.











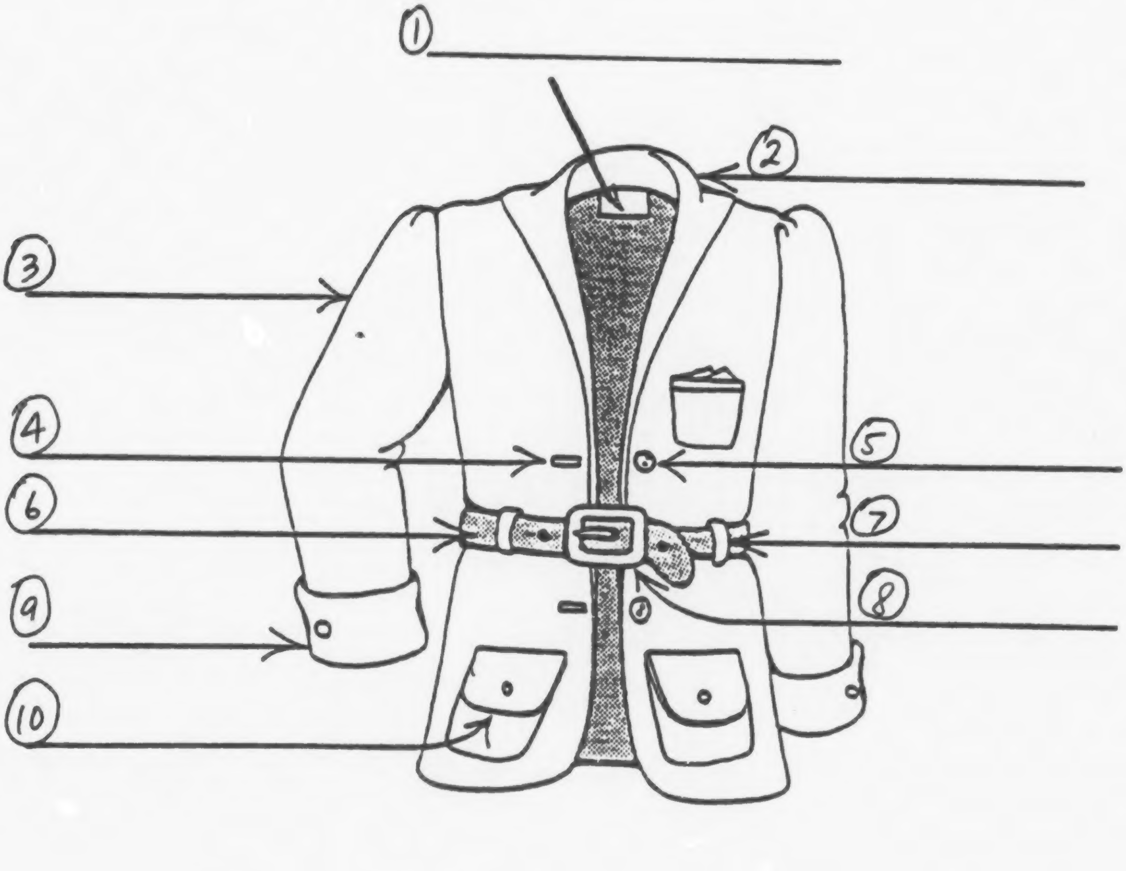
PARTS OF A JACKET

Vocabulary:

collar	label	sleeve	cuff
pocket	belt	buckle	loop
	button	buttonhole	

GETTING READY

Label parts of the jacket with words from above.



READING

Can you guess the words below? Say the words and fill in the missing letters.

1. c o l l a r
2. b _ t t _ n
3. p _ c k _ t
4. b _ l t
5. c _ _ f
6. b _ _ k l _
7. b _ t t _ n h _ l e
8. l _ _ p
9. l _ b _ l
10. s l _ _ v _

WRITING

Write the plural form of each word below.

SINGULAR	PLURAL	SINGULAR	PLURAL
1. sleeve	sleeves	6. cuff	______________
2. pocket	______________	7. belt	______________
3. label	______________	8. buckle	______________
4. loop	______________	9. buttonhole	______________
5. button	______________	10. collar	______________

Write the correct form of the missing word for each sentence below.

1. (label) Could you please give me 5 labels?

2. (sleeve) Show me the left ______________.

3. (button) Could you hand me 8 ______________?

4. (pocket) The top ______________ is dirty.

5. (cuff) The right and left ______________ are dirty.

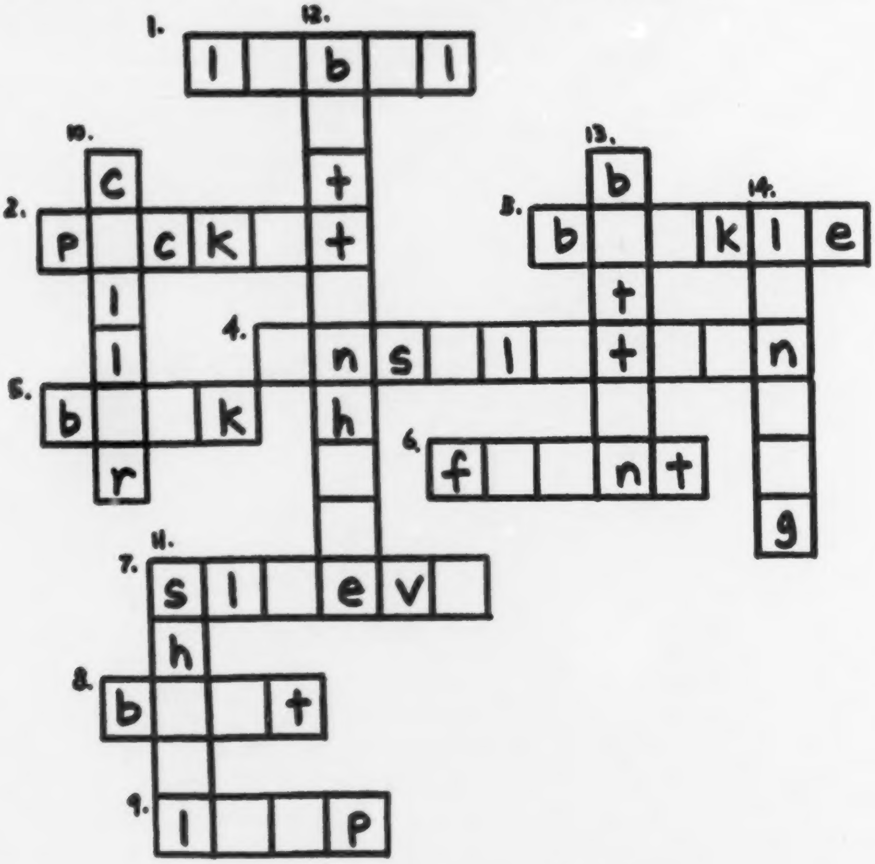
LISTENING

Listen to the sentences on tape and circle what you hear.

1. collar [✓ label] loop
2. pocket sleeve button
3. belt buttonhole buckle
4. cuff collar buckle
5. sleeves collars buttons
6. pockets loops belts
7. label loop collar
8. buckles buttonholes sleeves

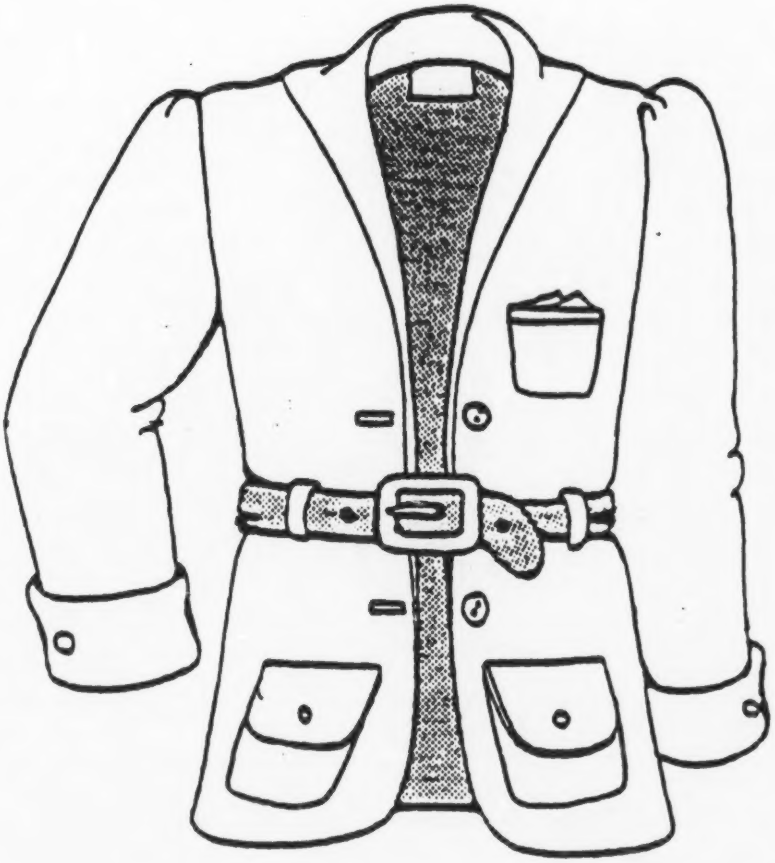
PUZZLE

Work with a partner. Fill in the missing letters of the puzzle.



LISTENING

Listen to the instructions on tape. Label parts of the jacket with numbers you hear on the picture below.



PARTS OF A SKIRT

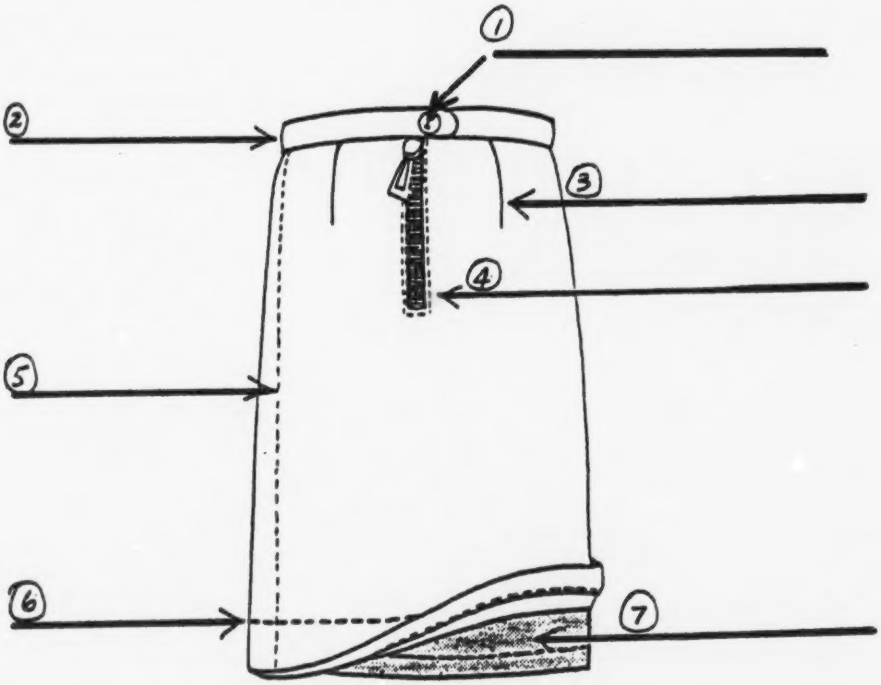
Vocabulary:

waistband zipper dart seam

lining button pleat hem

GETTING READY

Label the parts of the skirt with words from above.



READING

Can you guess the words below? Say the words and fill in the missing letters.

1. z i p p e r
2. s _ _ m
3. h _ m
4. w _ _ s t b _ _ d
5. l _ n _ _ g
6. p l _ _ t
7. d _ r t
8. b _ t t _ n

WRITING

Write the plural form of words below if there can be more than one.

	SINGULAR	PLURAL
1.	zipper	zippers
2.	seam	______________
3.	hem	______________
4.	dart	______________
5.	lining	______________
6.	waistband	______________
7.	pleat	______________

Write the correct form of the missing word for each sentence below.

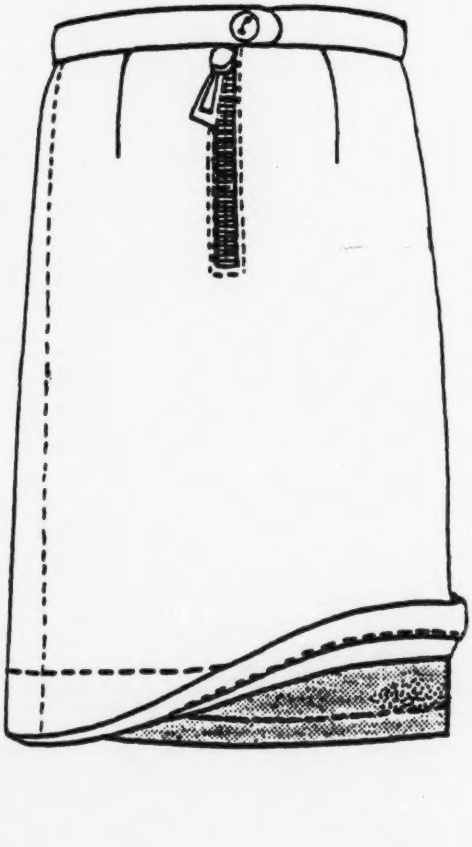
1. (dart) How many darts are on this skirt?
2. (lining) Where is the ______________ on this jacket?
3. (pleat) I like ________________ on my skirts.
4. (zipper) How many _______________ are on this jacket?
5. (seam) Please sew the ______________ together.

LISTENING

Exercise 1. Listen to the sentences on tape and circle what you hear.

1.	seam	hem	[✓ pleats]
2.	darts	pleats	waistbands
3.	seam	zipper	lining
4.	hem	lining	darts
5.	pleat	dart	lining
6.	waistband	zipper	dart

Exercise 2. Listen to the instructions on tape. Label parts of the skirt with numbers you hear on the picture below.



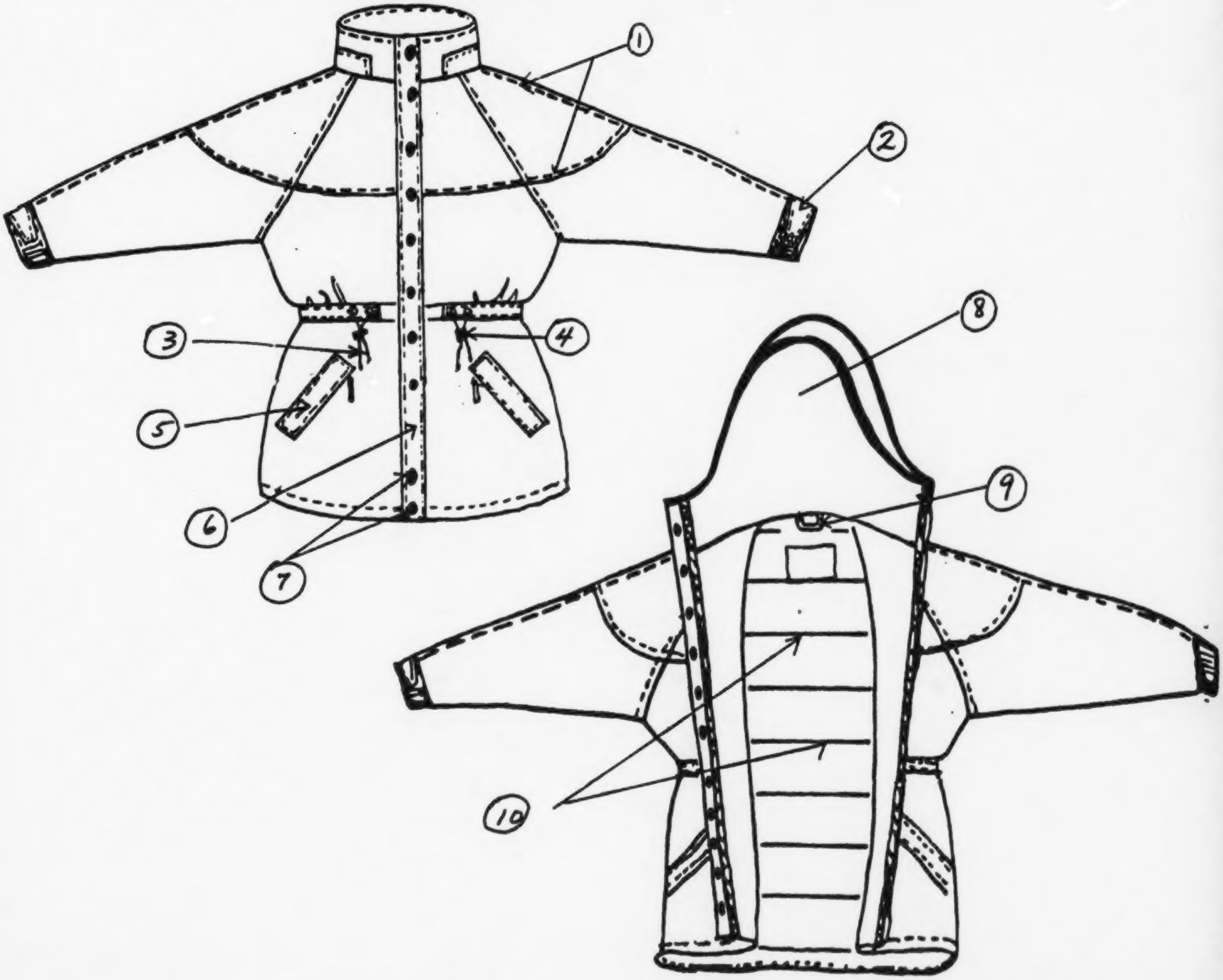
PARTS OF A TYPICAL MOMENTUM JACKET

Vocabulary:

hood hook top stitch quilt line
front flap pocket flap sleeve tab
snap drawcord cordlock

GETTING READY

Label parts of a Momentum jacket with words from above.



READING

Can you guess the words below? Say the words and fill in the missing letters.

1. h o o d
2. h _ _ k
3. f r _ _ t f l _ p
4. p _ c k _ t f l _ p
5. s l _ _ v _ t _ b
6. s n _ p
7. d r _ w c _ _ d
8. c _ _ d l _ _ k
9. t _ p s t _ _ c h
10. q u _ l t l _ n _

WRITING

Write the plural form of the words below.

SINGULAR	PLURAL
1. snap	snaps
2. hood	
3. hook	
4. drawcord	
5. cordlock	
6. sleeve tab	
7. pocket flap	
8. front flap	
9. quilt line	
10. top stitch	

Write the correct form of the missing word in the sentences below.

1. (snap) How many snaps are on this jacket?

2. (hook) Sew a ____________ on the collar.

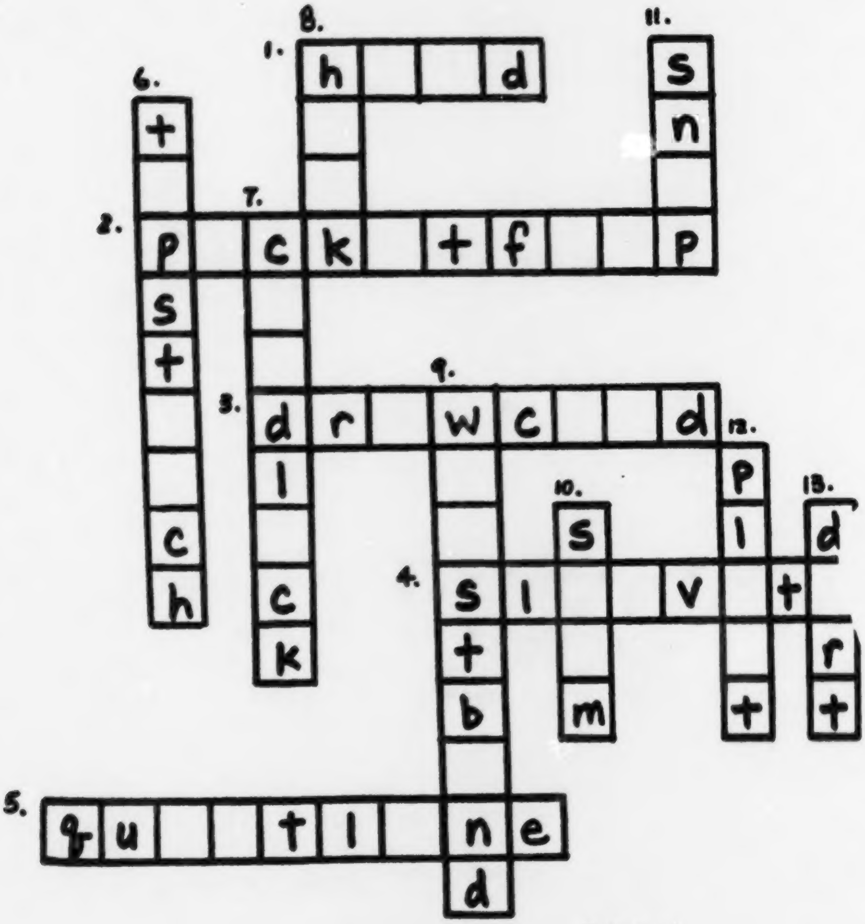
3. (drawcord) Please give me some black ________________.

4. (cordlock) Use brown ______________ on this jacket.

5. (top stitch) Rip out the ______________ around the collar.

PUZZLE

Work with a partner. Fill in the missing letters of the puzzle.



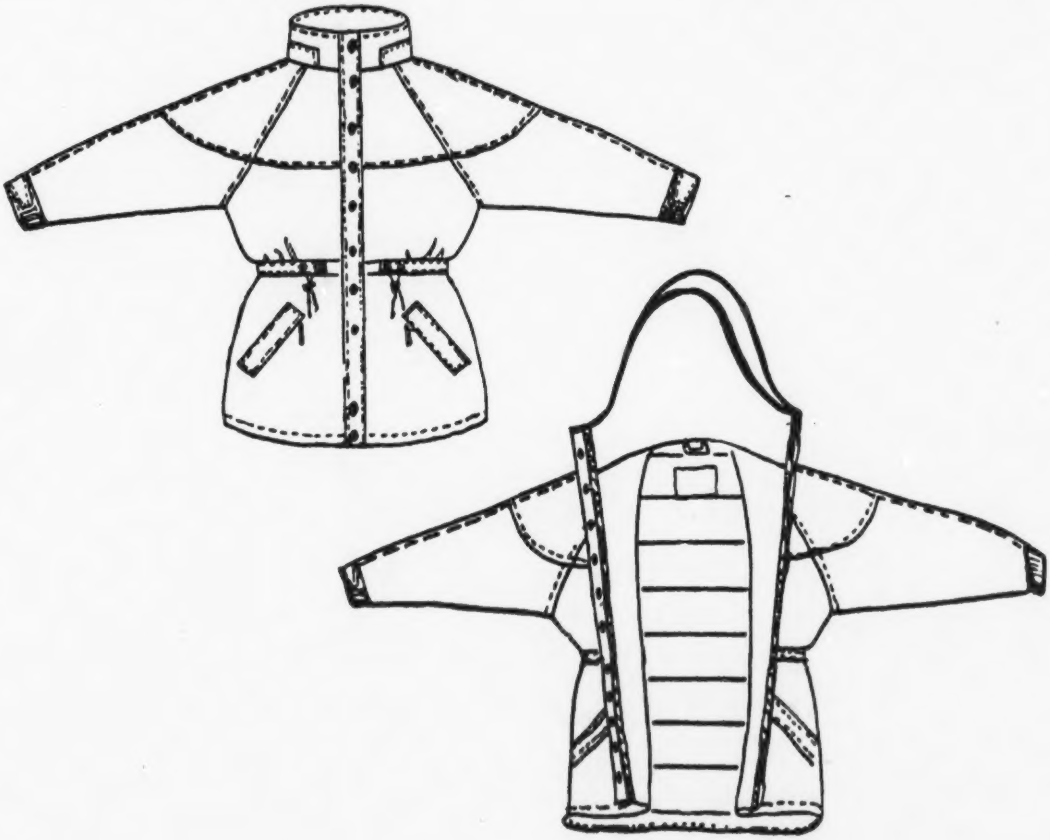
LISTENING

Exercise 1. Listen to the sentences on tape and circle what you hear.

1.	drawcords	cordlocks	[✓ quilt lines]
2.	pocket flaps	sleeve tabs	front flap
3.	snaps	hood	hooks
4.	top stitches	quilt lines	sleeve tabs
5.	hooks	labels	loops
6.	cordlocks	front flap	snaps
7.	quilt lines	top stitches	drawcords

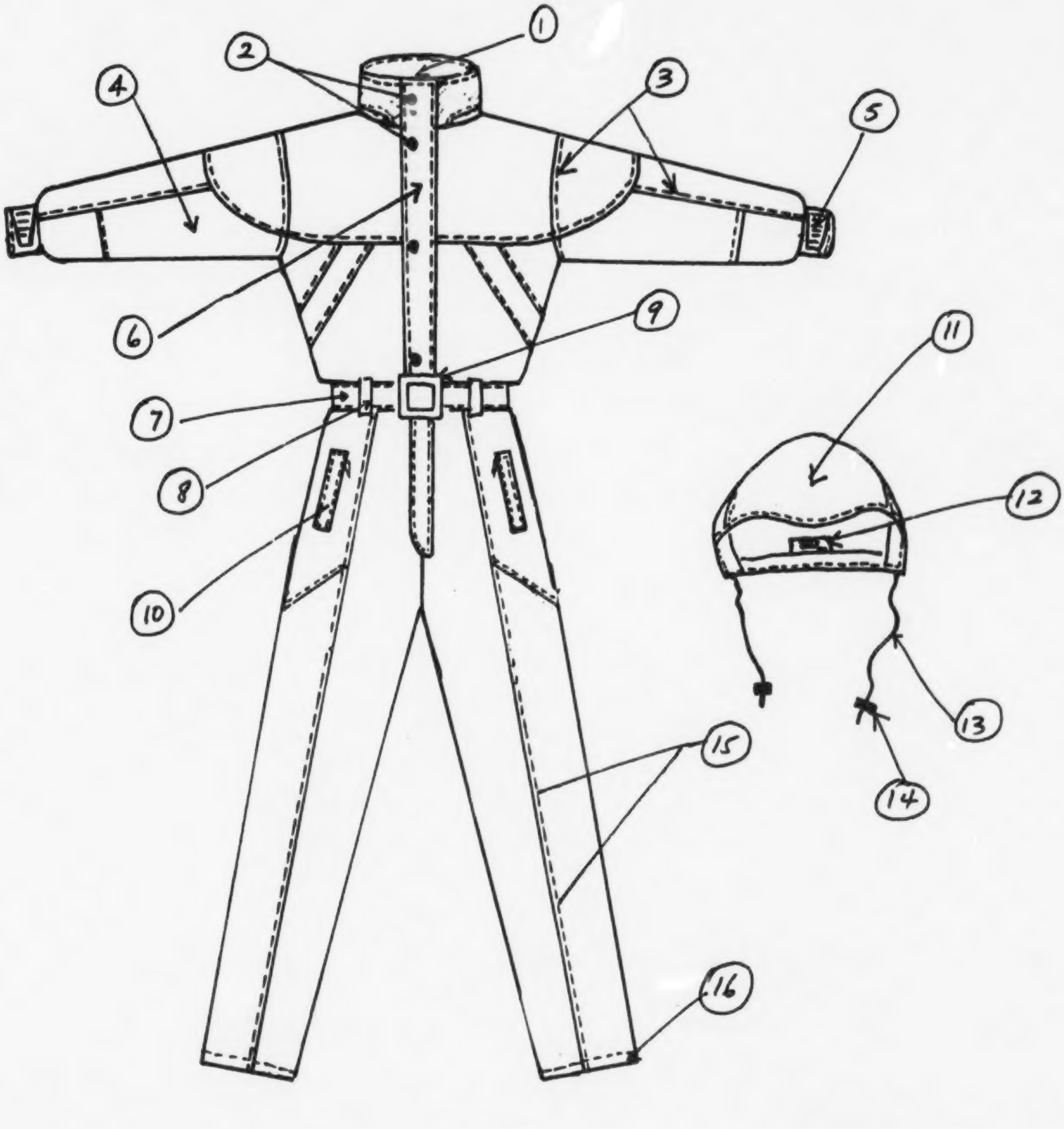
LISTENING

Exercise 2. Listen to the instructions on tape. Label parts of a typical Momentum jacket with numbers you hear on the picture below.



PAIR WORK

Work with a partner. Label parts of the Momentum garments below. You may check the spelling of words from pages before. The first team to finish gets a prize!



GROUP WORK

Work with 2 other classmates.
Open the envelope and review the words inside.
Get a jacket and some tape.
Tape the words onto different parts of the jacket.
The first group to finish without mistakes wins a prize!

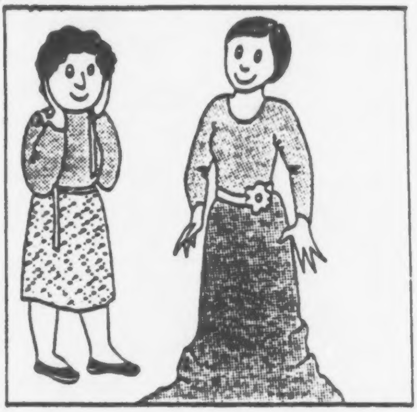
BEST COPY AVAILABLE

UNIT 5: WHAT'S WRONG?
SEWING PROBLEMS AND SOLUTIONS

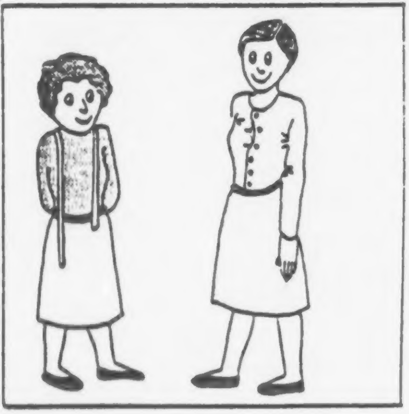
GETTING READY

Look at the pictures below. Can you describe what's wrong with the garment in each picture?

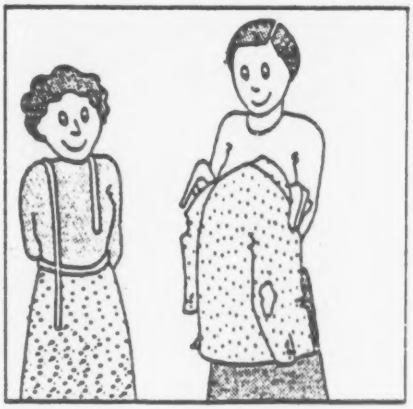
1.



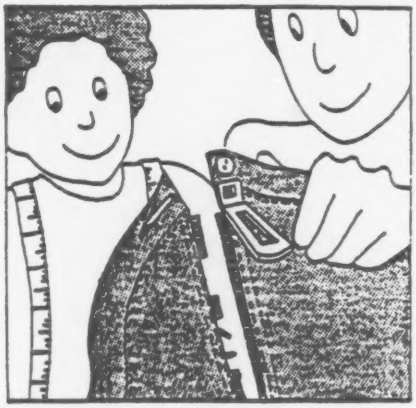
2.



3.



4.



Match words to pictures.

1. It's too long.

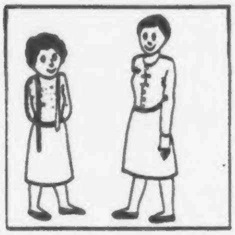
2. It's too short.

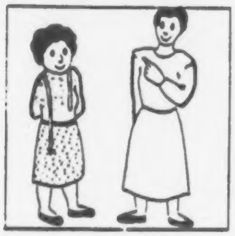
3. It's too tight.

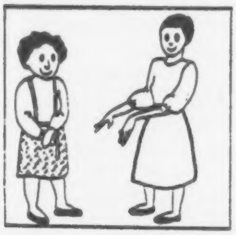
4. It's too loose.

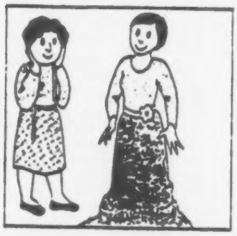
5. It's too wide.

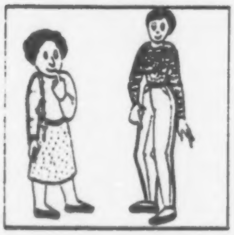
6. It's too narrow.

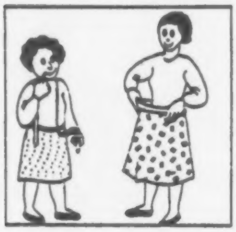












Match more words to pictures.

1. It's straight.

2. It's crooked.

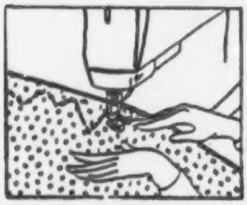
3. It's wrinkled.

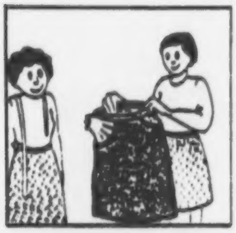
4. It's ripped.

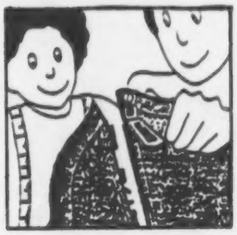
5. It's worn out.

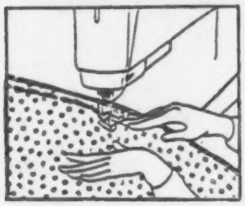
6. It's broken.

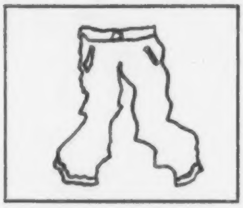
7. It's dirty.

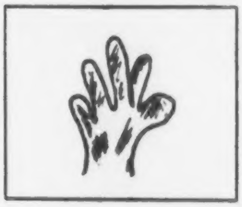


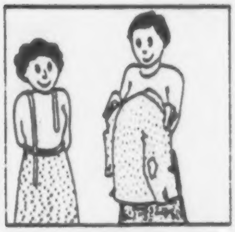












READING

Exercise 1. Find the opposite of each word below.

1. big	long
2. straight	loose
3. short	wide
4. narrow	small
5. tight	crooked

Exercise 2. Circle the correct opposite of each word below.

1. long	small	straight	[✓ short]
2. loose	tight	small	narrow
3. crooked	broken	straight	wrinkled
4. narrow	big	wide	loose
5. dirty	clean	wrinkled	crooked
6. big	wide	loose	small
7. straight	crooked	wide	narrow
8. loose	small	tight	big

LISTENING

Exercise 1. Listen to the sentences on tape and circle what you hear.

1.	too long	too wide	[✓ too loose]
2.	too small	too short	too tight
3.	broken	crooked	ripped
4.	worn out	wrinkled	dirty
5.	too big	too small	too loose
6.	ripped	worn out	dirty

Exercise 2. Listen to the conversations on tape and circle what you hear.

1.	[✓ too tight]	too loose	too narrow
2.	ripped	broken	wrinkled
3.	too small	too big	too loose
4.	wrinkled	crooked	dirty
5.	too short	too small	too narrow
6.	worn out	ripped	wrinkled

Match sentences to pictures.

1. The pants are too tight.

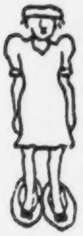
2. The shoes are too narrow.

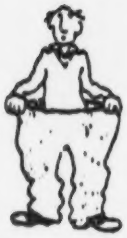
3. The seam is straight.

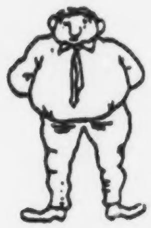
4. The shoes are too wide.

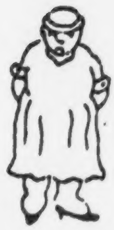
5. The seam is crooked.

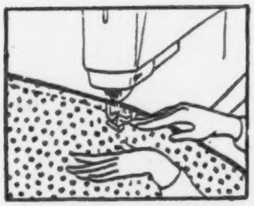
6. The pants are too loose.

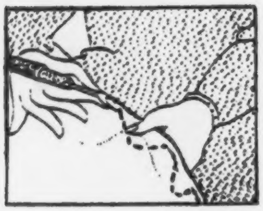






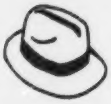
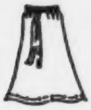
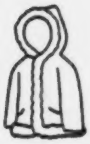
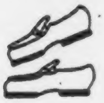
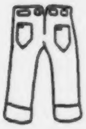
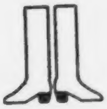
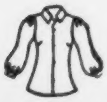
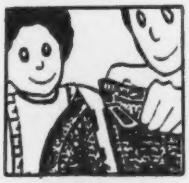
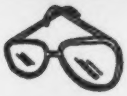
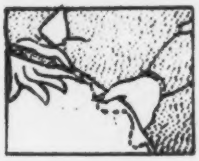






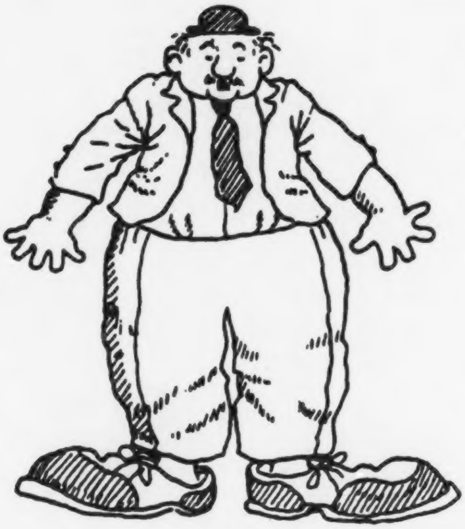
WRITING

Fill in the missing words to the sentences below.

1. The  hat is too small.
2. The  ______ is ______ short.
3. The  ______ is ______ big.
4. The  ______ are ______ wide.
5. The  ______ are ______ narrow.
6. The  ______ are ______ tight.
7. The  ______________ small.
8. The  ______________ broken.
9. The  ______________ loose.
10. The  ______________ crooked.

WRITING

What's wrong? Work with a partner. Write some sentences about the clothes on the man in the picture.



1. His hat is too small.

Useful expressions:

What's wrong?	It's....
What should I do?	You should....
What could I do?	You could....
You're right.	That's a good / great idea!

DIALOGUES

Dialogue 1: What's wrong?

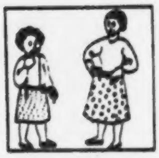
Gong: Pei Juan, **what's wrong** with this blouse?
Pei Juan: It's too tight.
Gong: **What should I do?**
Pei Juan: **You should** let it out.
Gong: That's a good idea!

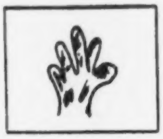
Dialogue 2: What could I do?

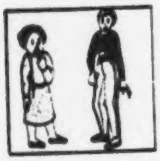
Ling: This skirt is too loose.
Wing Yee: You're right. **What could I do?**
Ling: **You could** take it in here.
Wing Yee: That's a great idea! Thanks!

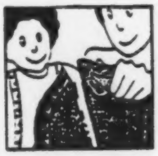
Match problems with solutions.

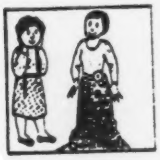
PROBLEMS

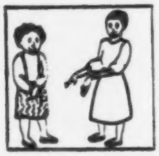
1.  b

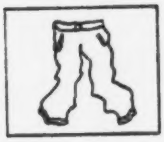
2.  d

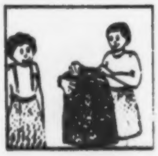
3.  ____

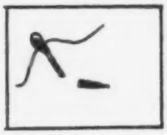
4.  ____

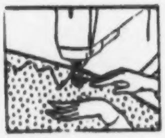
5.  ____

6.  ____

7.  ____

8.  ____

9.  ____

10.  ____

SOLUTIONS

a. Let it out.

b. Take it in.

c. Cut it / Shorten it.

d. Wash it / Clean it.

e. Throw it away.

f. Take it out / Change it.

g. Mend it.

h. Nothing you can do.

i. Rip it / Do it over.

j. Iron it.

MATCHING / WRITING

Match the words together and write as many solutions as you can.

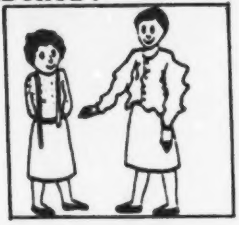
Part 1	Part 2	Part 3
DO	IT	AWAY
RIP		IN
CHANGE		OUT
SHORTEN		AGAIN
THROW		OVER
WASH		
MEND		
TAKE		
LET		

1. Do it over.
2. Rip it.

WRITING / SPEAKING

Look at the pictures below. Write the solution or solutions to each problem. Then practice the following conversation about each picture with a partner.

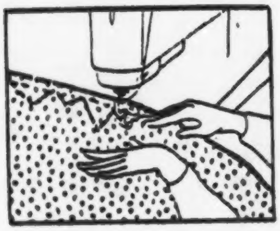
Example:



A: The blouse is wrinkled.

B: You should iron it.

1.



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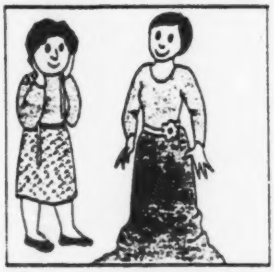

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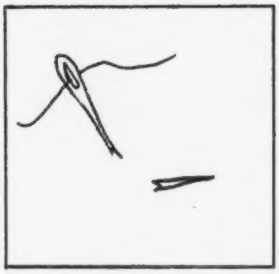

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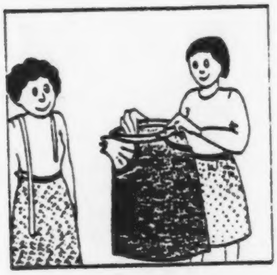

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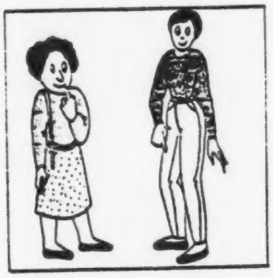

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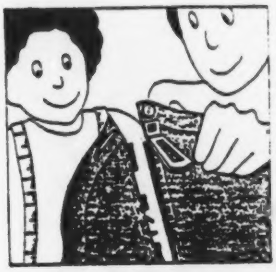

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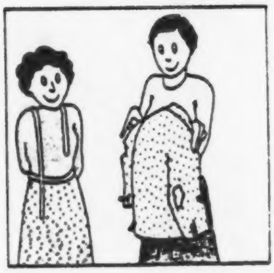

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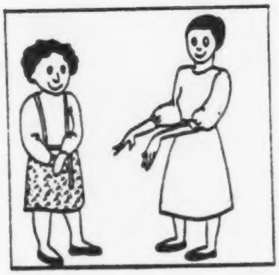

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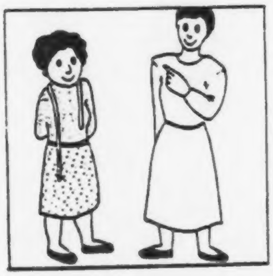


BEST COPY AVAILABLE

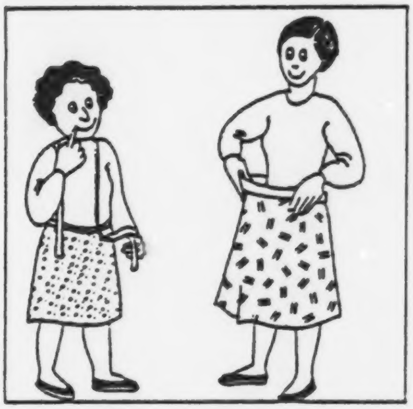
LISTENING

Listen to the problems on tape. Circle the best solution to each problem.

1. [✓ Iron it.] Clean it. Do it over.
2. Wash it. Let it out. Cut it.
3. Take it in. Throw it away. Take it out.
4. Fix it. Rip it. Change it.
5. Let it out. Take it in. Do it again.
6. Cut it. Change it. Shorten it.
7. Do it over. Let it out. Throw it away.
8. Wash it. Shorten it. Fix it.
9. Iron it. Clean it. Change it.
10. Take it out. Cut it. Fix it.

ROLE PLAY

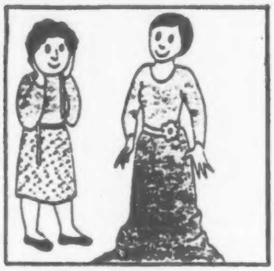
Look at the picture below. What's happening here?



Let's write a dialogue together about the picture above.

Practice with a partner the dialogue you just wrote. Use pictures below for your practice.

1.



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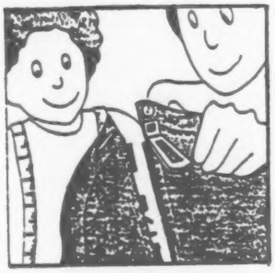

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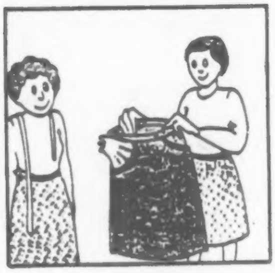

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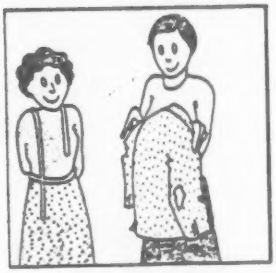

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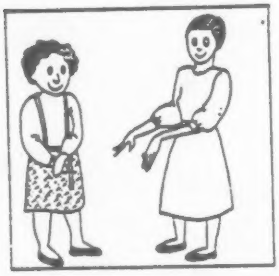

MOMENTUM, INC.

Module 5

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: MOMENTUM FABRICS

LISTENING-Page 5

1. A: Mimi, what kind of fabric is this?
   B: This is polarfleece.
   A: It is difficult to sew.
   B: I know.

2. A: Guo Xiang, what kind of fabric is this?
   B: I think this is linen.
   A: It is easy to sew.
   B: I think so.

3. A: Ling, what kind of fabric is that?
   B: That is rayon.
   A: That is easy to sew.
   B: No, I don't think so. It is difficult to sew. It is very soft.

4. A: Kit, what kind of fabric is that?
   B: That is suede.
   A: What did you say?
   B: Suede. It is very difficult to sew.
   A: I know.

5. A: Wing Yee, what kind of material is that?
   B: That is polyester.
   A: Excuse me?
   B: Polyester. It is easy to sew.
   A: Oh really?

6. A: Ying Yan, what kind of material is this?
   B: This is corduroy.
   A: Corduroy. Is it difficult to sew?
   B: Yes, it is. It is very difficult to sew. It's very thick.

7. A: Pei Juan, what kind of fabric is that?
   B: That is wool.
   A: Wool. Is it easy to sew?
   B: No, it isn't. It is very difficult to sew. It's thick.

8. A: Liangkie, what kind of material is this?
   B: This is tapestry.
   A: What was that again?
   B: Tapestry. It is very difficult to sew.
   A: Oh really?

9. A: Kit Yee, what kind of fabric is this?
   B: This is fake fur.
   A: Fake fur?
   B: Yes, fake fur.
   A: Is it easy to sew?
   B: No, it isn't. It's very difficult to sew.

LISTENING-Page 5 (Continued)

10. A: Liangkie, what kind of material is that?
    B: Let me see. That is wool.
    A: What was that again?
    B: Wool.
    A: Is it easy to sew.
    B: I don't think so. It's difficult to sew. It's thick.

READING-Page 6

1. light fabric
2. heavy fabric
3. Cool for the summer: cotton, linen
4. Warm for the winter: wool, leather
5. Wool is warm and heavy.
   Cotton is cool and light.

WRITING-Page 7

Salesperson: Excuse me, may I help you?
Mimi: Yes, I'm looking for some heavy fabric for the winter.
Salesperson: How about some wool? They are on sale.
Mimi: Good.
Salesperson: This way please.

GRAMMAR FOCUS-Page 10

1. It
2. They
3. They
4. It
5. It
6. This
7. That
8. That
9. This
10. That

LISTENING-Page 12

1. A: Ling, what is this jacket made of?
   B: It is made of 50% polyester and 50% cotton.
   A: Oh I see.

2. A: Liangkie, what is this shirt made of?
   B: It is made of 25% nylon and 75% denim.
   A: Pardon me?
   B: 25% nylon and 75% denim.

3. A: Kit Yee, what kind of fabric is this?
   B: This is 60% linen and 40% polyester.
   A: What did you say?
   B: 60% linen and 40% polyester.

LISTENING-Page 12 (Continued)

4. A: Jerry, what kind of fabric is this?
   B: Let me see. Let me read the label. This is 50% cotton, 40% rayon and 10% nylon.
   A: What was that again?
   B: 10% nylon, 50% cotton and 40% rayon.
   A: Oh I see.

5. A: Lan, what kind of fabric is that?
   B: Let me see the label. This is 20% nylon and 80% corduroy.
   A: What did you say?
   B: 80% corduroy and 20% nylon.

6. A: Ling, what are these pants made of?
   B: They are made of 40% cotton, 20% polyester and 20% rayon.
   A: Could you say that again?
   B: 40% cotton, 20% polyester and 20% rayon.

PAIR PRACTICE-Page 13

1. 50% rayon
2. 50% wool
3. 75% cotton
4. 25% cotton
5. 40% wool
6. 75% wool

UNIT 2: READING THE FABRIC INVENTORY FORM

READING-Page 15

a. 12 colors
b. 12 kinds of fabrics
c. 39 yards of red gortex
d. 12 yards of black corduroy
e. 105 yards of blue denim
f. 75 yards of white pellon
g. 1482 yards of fabric total

LISTENING-Page 16

1. We have 25 yards of white polarfleece.
2. We have 10 yards of green polyester.
3. We have 40 yards of brown suede.
4. We don't have any green pellon.
5. We have 27 yards of green gortex.
6. We have 12 yards of brown acetate.
7. We have 29 yards of black denim.
8. We have 73 yards of white linen.
9. We have 45 yards of red polyester.
10. We don't have any red denim.
11. We have 22 yards of brown pellon.
12. We have 34 yards of red tapestry.
13. We have 50 yards of red gortex.
14. We have 2 yards of blue denim. We need to order more.
15. We don't have any black cotton. We need to order some.
16. We don't have any white leather.

LISTENING-Page 16 (Continued)

17. We have 32 1/2 yards of black tapestry.
18. We have 24 1/2 yards of blue acetate.
19. We have 27 1/2 yards of blue cotton.
20. We have 12 1/2 yards of blue suede.
21. We have 53 1/2 yards of brown corduroy.
22. We don't have any green polarfleece. We need to order some.
23. We have 3 yards of green linen.
24. We have 44 1/2 yards of brown leather.
25. We have 13 yards of blue polarfleece.
26. We don't have any black corduroy. We need to order more.
27. We have 15 yards of black tapestry.
28. We have 17 yards of red cotton.
29. We have 70 yards of blue acetate.
30. We don't have any red linen. We need to order some.
31. We have 45 1/2 yards of black nylon.

FABRIC	SUB-TOTAL
1. gortex	187.5
2. polarfleece	162.5
3. cotton	117
4. polyester	135
5. acetate	63
6. denim	31
7. leather	76.5
8. suede	67
9. corduroy	90
10. linen	141
11. tapestry	98
12. pellon	147
13. nylon	45.5
GRAND TOTAL	1361 yards of fabric

UNIT 3: FABRIC DESIGNS

GETTING READY-Page 19

1. striped
2. polka-dotted
3. floral
4. checkered
5. plaid
6. printed
7. quilted
8. solid / plain

LISTENING-Page 22

1. It's a blue, polka-dotted, cotton dress.
2. It's a black and white, checkered, wool jacket.
3. It's a red and grey, striped, cotton shirt.
4. It's a red and black, plaid, wool skirt.
5. It's a printed sweater with blue and red stars on it.
6. It's an orange and black, quilted jacket.

YOUR OPINION-Page 22

The fashion DO and DON'T pictures are gathered from various issues of Glamour magazine.

LISTENING-Page 23

1. A: Come here, Liangkie.
   B: Yes, what is it?
   A: These two colors. Do they match well?
   B: No, they don't. They don't match well at all.
   Try these two.

2. A: Hey, Ling.
   B: Yes, what is it?
   A: These 3 colors. Do they match well?
   B: Yes, they do. They match very well. You have good taste.
   A: Thank you.

3. A: Mimi.
   B: Yes. What's up?
   A: These 2 fabric designs. What do you think? Do they match well?
   B: No, they don't. They don't match well at all. Try these two.

4. A: Come here, Kit.
   B: Yes. What's up?
   A: These 2 fabric designs. What do you think? Do they match well?
   B: Yes, they do. They match very well. You have good taste.

5. A: Lan, please come here.
   B: Yes, what is it?
   A: These two colors? What do you think? Do they match well?
   B: Yes, they do. They match very well. You have good eyes.

6. A: Wing Yee. Come here.
   B: These fabric designs. What do you think? Do they match well?
   A: Yes, they do. I think they match very well. You have good eyes.
   B: Thank you. You too.

UNIT 4: PARTS OF A GARMENT

GETTING READY-Page 25

1. front
2. back
3. top/upper
4. middle
5. bottom/lower
6. left
7. center
8. right
9. shell
10. insulation
11. lining

READING-Page 26

1. shell
2. back
3. right
4. top
5. left
6. lining
7. lower
8. front
9. insulation
10. bottom
11. upper
12. middle
13. center

LISTENING-Page 26

1. Show me the **upper** part of the jacket.
2. Give me the **center** piece.
3. Sew the zipper on the **right** side of the jacket.
4. Don't use black **lining** for the jacket.
5. Show me the **bottom** part of the jumpsuit.
6. Let me see the **left** side.
7. Give me the **middle** piece.
8. Don't use gray **insulation** for this jacket.

LISTENING-Page 27

Label parts of the garment with numbers you hear.

1. back
2. insulation
3. front
4. lining
5. bottom
6. left
7. middle
8. center
9. top
10. right
11. shell

GETTING READY-Page 28

1. label
2. collar
3. sleeve
4. buttonhole
5. button
6. belt
7. loop
8. buckle
9. cuff
10. pocket

READING–Page 29

1. collar
2. button
3. pocket
4. belt
5. cuff
6. buckle
7. buttonhole
8. loop
9. label
10. sleeve

WRITING–Page 29

1. sleeves
2. pockets
3. labels
4. loops
5. buttons
6. cuffs
7. belts
8. buckles
9. buttonholes
10. collars

Write the correct form of the missing word for each sentence.

1. Could you please give me 5 labels?
2. Show me the left sleeve.
3. Could you give me 8 buttons?
4. The top pocket is dirty.
5. The right and left cuffs are dirty.

LISTENING–Page 30

1. Where is the size **label** on this jacket?
2. This jacket has a missing **button**.
3. Use the gold color **buckle** on this jacket.
4. The right **cuff** is too long.
5. Bring me 10 gold **buttons** for this shirt.
6. Sew 5 **loops** around the waist.
7. Show me the **collar**.
8. This jacket has 3 **sleeves**!

PUZZLE–Page 30

ACROSS

1. label
2. pocket
3. buckle
4. insulation
5. back
6. front
7. sleeve
8. belt
9. loop

DOWN

10. collar
11. shell
12. buttonhole
13. button
14. lining

LISTENING-Page 31

Label parts of the jacket with numbers you hear.

1. buckle
2. button
3. belt
4. label
5. right cuff
6. buttonhole
7. left sleeve
8. top pocket
9. right sleeve
10. left cuff
11. lower right pocket
12. lower left pocket
13. loop
14. collar

GETTING READY-Page 32

1. button
2. waistband
3. dart
4. zipper
5. seam
6. hem
7. lining

READING-Page 33

1. zipper
2. seam
3. hem
4. waistband
5. lining
6. pleat
7. dart
8. button

WRITING-Page 33

1. zippers
2. seams
3. hems
4. darts
5. linings
6. waistbands
7. pleats

Write the correct form of the missing word for each sentence.

1. How many darts are on this skirt?
2. Where is the lining on this jacket?
3. I like pleats on my skirts.
4. How many zippers are on this jacket?
5. Please sew the seam/seams together.

LISTENING-Page 34

1. This skirt needs some **pleats**.
2. I need the **waistbands** for those jackets.
3. Use a black **zipper** for this jacket.
4. This skirt has **4 darts**, 2 in the front and 2 in the back.
5. Let me see the **lining** of that jacket.
6. The **waistband** should be 2 1/2 inches wide.

LISTENING-Page 34

Label parts of the skirt with numbers you hear.

1. zipper
2. darts
3. waistband
4. button
5. lining
6. hem
7. seam

GETTING READY-Page 35

1. top stitch
2. sleeve tab
3. drawcord
4. cordlock
5. pocket flap
6. front flap
7. snaps
8. hood
9. hook
10. quilt lines

READING-Page 36

1. hood
2. hook
3. front flap
4. pocket flap
5. sleeve tab
6. snap
7. drawcord
8. cordlock
9. top stitch
10. quilt line

WRITING-Page 36

1. snaps
2. hoods
3. hooks
4. drawcords
5. cordlocks
6. sleeve tabs
7. pocket flaps
8. front flaps
9. quilt lines
10. top stitches

Write the correct form of the missing word in the sentences.

1. How many snaps are on this jacket?
2. Sew a hook on the collar.
3. Please give me some black drawcords.
4. Use brown cordlocks on this jacket.
5. Rip out the top stitches around the collar.

PUZZLE

ACROSS

1. hood
2. pocket flap
3. drawcord
4. sleeve tab
5. quilt line

DOWN

6. top stitch
7. cordlock
8. hook
9. waistband
10. seam
11. snap
12. pleat
13. dart

LISTENING-Page 38

1. Rip out the **quilt lines** on this jacket.
2. The **front flap** should be 3 inches wide.
3. This jacket should have 5 **snaps** on the front.
4. Where are the **top stitches** around the collar?
5. Don't put **loops** on this jacket.
6. Use black **cordlocks** for these jackets.
7. Don't use black **drawcords** on these jackets.

LISTENING-Page 38

Label parts of a typical Momentum jacket with numbers you hear.

1. front flap
2. quilt lines
3. hook
4. drawcords
5. company label
6. left sleeve tab
7. cordlocks
8. waistband
9. hood
10. right sleeve tab
11. right pocket flap
12. left sleeve tab
13. top stitches
14. snaps
15. hem
16. left pocket flap

PAIR WORK-Page 39

1. collar
2. snaps
3. top stitches
4. sleeve
5. sleeve tab
6. front flap
7. belt
8. loop
9. buckle
10. pocket flap
11. hood
12. label
13. drawcord
14. cordlock
15. seams
16. hem

UNIT 5: WHAT'S WRONG? - SEWING PROBLEMS AND SOLUTIONS

READING-Page 44

Exercise 1

1. big - small
2. straight - crooked
3. short - long
4. narrow - wide
5. tight - loose

READING-Page 44

Exercise 2

1. long - short
2. loose - tight
3. crooked - straight
4. narrow - wide
5. dirty - clean
6. big - small
7. straight - crooked
8. loose - tight

LISTENING-Page 45

Exercise 1

1. This skirt is too loose.
2. This pair of pants is too short.
3. This zipper is broken.
4. This blouse is wrinkled.
5. This skirt is too loose.
6. This pair of socks is worn out.

Exercise 2

1. A: Ling, this blouse is too tight.
   B: What's wrong with it?
   A: It's too tight.

2. A: Kit Yee, this blouse is wrinkled.
   B: You need to iron it.
   A: What did you say?
   B: You need to iron it.

3. A: Lan, this skirt is too loose.
   B: What was that again?
   A: It's too loose.

4. A: Liangkie, these quilt lines are crooked.
   B: What's wrong with them?
   A: They are crooked.

5. A: Jerry, the right sleeve is too short.
   B: Pardon me?
   A: This is too short.

6. A: Liangkie, the right pocket is ripped.
   B: Oh no! Please fix it.
   A: Alright. I'll take care of it.

WRITING-Page 47

1. The hat is too small.
2. The skirt is too short.
3. The jacket is too big.
4. The shoes are too wide.
5. The pants are too narrow.
6. The boots are too tight.
7. The blouse is too small.
8. The zipper is broken.
9. The glasses are too loose.
10. The seam is crooked.

PROBLEMS AND SOLUTIONS-Page 50

1. b
2. d
3. a
4. f
5. c
6. h
7. j
8. g
9. e
10. i

LISTENING-Page 53

1. These pants are wrinkled. (Iron it.)
2. The sleeves are too long. (Cut it.)
3. This skirt is too loose. (Take it in.)
4. The zipper is broken on these pants. (Change it.)
5. The seam is crooked. (Do it again.)
6. This skirt is too long. (Shorten it.)
7. This needle is broken. (Throw it away.)
8. The collar is dirty. (Wash it.)
9. The cordlock is broken. (Change it.)
10. The button is missing. (Fix it.)